DOCUMENT RESUME

ED 327 664 CE 056 674

AUTHOR	Ashley, William, Comp.; And Others
TITLE	The Rural Career Assistance Program: An Implementation Guide.
INSTITUTION	Ohio State Univ., Columbus. Cooperative Extension Service.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Department of Commerce, Washington, D.C.
PUB DATE	88
NOTE	196p.; Document printed on colored paper.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Adult Education; Adult Farmer Education; *Career Choice; Career Counseling; *Career Development; *Career Planning; *Dislocated Workers; *Farmers; Job Search Methods; Learning Activities; Money Management; Postsecondary Education; Program Development; Program Implementation; Student Recruitment; Teaching Methods; *Workshops
IDENTIFIERS	*Rural Career Assistance Program

ABSTRACT

This guide was developed to aid workshop presenters in conducting programs for farmers who may lose or have lost their farms. It contains materials to help the farmers cope with the emotional, financial, and career loss and to plan for the future. The guide is organized in three chapters. Chapter 1 demonstrates the need for the program, defines the farmers' problems, and describes the Rural Career Assistance Program. Chapter 2 outlines the program's structure, including administration (program staffing/recruiting, reporting, curriculum, client recruitment, funding and budget issues, linkages), program planning and implementation, and public relations. The final chapter describes the client services offered in career assistance programs, suggests a program format, and provides teaching suggestions. The bulk of the guide consists of handout masters for workshop materials, intake and recruitment materials, and materials related to the emotional, career, physical, and fiscal domains. (KC)

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THE RURAL CAREER ASSISTANCE PROGRAM: AN IMPLEMENTATION GUIDE

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1988

CE056674

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FOREWORD

This publication has been developed as part of the project to Implement Rural Career Assistance Programs for Farm Families conducted by the National Center for Research in Vocational Education in cooperation with the Ohio Cooperative Extension Service, The Ohio State University.

The Center wishes to express its appreciation to the individuals who contributed greatly to the project through their time and creative work.

Special appreciation is extended to Dean Kite, director, and Laura Braxton, counselor, who developed the original Rural Career Assistance Program at Clark State Community College, Springfield, Ohio. Also, appreciation is expressed for the assistance provided by Dan Keller, director, and Lois Rubens, counselor, at Lima Technical College, Lima, Ohio. We wish to thank Joe Heimlich, of the Ohio State Cooperative Extension Service, for his many important developmental contributions to the project in cooperation with the National Center project staff.

Special gratitude is also expressed to the administrators and staff at the community colleges that hosted regional dissemination conferences for the project. In chronological order of the conference presentations, we thank Dr. Lenny Stone, Scott Community College, Davenport, Iowa; Dr. Donald Cameron, Guilford Technical Community College, Jamestown, North Carolina; and Dr. John McKay, Westark Community College, Fort Smith, Arkansas.

Recognition is extended to project staff including Dr. William L. Ashley, Senior Research Specialist, who served as director; Paula Kurth, Program Assistant, who developed and prepared much of the material; and Judie Goff, Program Assistant, who helped compile resources and materials. Abigail Hurd provided assistance with clerical and word processing tasks.

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CHAPTER I

BACKGROUND

Implementing a Rural Career Assistance Program (RCAP) for Farm Families was a project conducted by staff of the National Center for Research in Vocational Education and the Ohio Cooperative Extension Service (OCES) of The Ohio State University with funding from the U.S. Department of Commerce. The materials developed as a result of this project are designed to assist in the planning, implementation, and functioning of a rural career assistance program. The project allows for the training of trainers or program operators and dissemination of materials.

The Problem/Need

Previous research on dislocated worker programs and on the adjustments of workers and their families to forced occupational change shows that existing farmer assistance programs are not sufficient to meet the needs of people being forced off the farm.

Thousands of American farm families have been caught in the "rural crisis" that has been focused primarily in the plains states. Estimates are that 15%, or 200,000, of the U.S. farmers and ranchers are in severe financial difficulty, with the impact most severe for middle-sized farm operators--not the small, more "inefficient" family farm of folklore (National Governor's Association, 1986; Lovan 1985). The crisis is now affecting Ohio's

rural communities. It is estimated that between 2,000 and 5,000 farmers will leave farming during each of the next five years (Henderson and Frank 1986). Because "services offered prior to or concurrent with layoffs are more likely to be effective than those offered at a later time" (Dean 1987, p. 19), early intervention is important.

Emotional Domain Needs

The psychological impact of involuntary job loss can be devastating. Swineburne (1981, cited in Dean 1987) lists "...shock, worry, fear, and uncertainty about the future; a loss of sense of purpose, anger, bitterness, and resentment; feelings of being unwanted; shame; loss of status; and loss of self-respect" (p. 15) as reactions to involuntary job loss. Swineburne further notes that, not surprisingly, when job loss occurs, "...the feeling of loss was greater if his occupation was more central to his self-concept" (Dean 1987, p. 15). This observation is particularly pertinent to farmers, whose entire lives (economic, social, and home) center on their job. Healthy psychological adjustment is, therefore, an important component of the assistance program. Because the entire family suffers during job loss (Ashley 1986), it is also important to deal with the family, not just the individual.

> At an individual and family level, dislocation from agriculture can be a long drawn out process in which negative impacts occur long before separation from work takes place. The effects of dislocation from an agricultural occupation often have much deeper roots than dislocation in other sectors. In many cases the needs of entire families will require attention. (Financial Distress and Dislocation in Washington Agriculture 1987, p. 2)

Career Domain Needs

The importance of retraining efforts and "instruction" in job search, resume writing, and interviewing skills for dislocated farmers should not be minimized. Of equal importance is the identification of transferable skills and how they relate to other jobs. The career needs of displaced farmers are similar to those of other displaced or dislocated workers in that farmers, too, need

> ... assistance in assessing and evaluating their past work histories, identifying marketable skills, and establishing a job search plan. Individuals often lack an awareness of the full range of capabilities they possess that may assist them in entering new areas of employment ... Some dislocated workers need basic education an/or occupational training to improve or develop skills to enhance their employability. Training for specific occupations may prove useful if job openings will be available. Education to improve basic skills or develop transferable skills that are required in a range of jobs may help workers prepare for entry, advancement, or transfer into occupations that are different from their previous employment. (Ashley and Zahniser 1984, p. 1)

Fiscal/Physical Domain Needs

The ability of a farmer in crisis to fiscally provide for physical needs will vary. A career assistance program should assist clients in locating and contacting agencies that can help with such needs as food, clothing, housing, and medical care. The program should also assist clients by helping them determine their salary requirements and work interests when considering a job. Heddesheimer (1980) concurs, stating that "programs that concentrate on retraining without including adequate counseling, information, and job seeking services often fail to meet the needs of

adults in transition" (p. 18). The counseling component is missing from the majority of programs that currently serve displaced farmers.

Program Design

Initially, in Ohio, the Cooperative Extension Service (OCES) provided financial management programs, production-efficiency improvement efforts, and other programs designed to help farm families in crisis remain in the industry. OCES staff, however, felt that this type of service was in itself not sufficient to meet the needs of farmers in transition. OCES staff felt, as did the later Washington State study task force, that

> Dislocated agricultural producers and workers need a range of human services including crisis intervention, income maintenance and developmental services. They need emotional, financial and legal counseling during the crisis of dislocation and farm loss. Many may need income maintenance programs during the transition process. The lack of unemployment benefits for most agricultural producers and many hired workers represents a major gap in existing services. Finally, dislocated producers and workers will need a comprehensive reemployment program including skills assessment, career counseling, job search skills training, placement assistance and opportunities for education and training. (Financial Distress and Dislocation in Washington Agriculture 1987, p. 2)

To meet the full range of needs of farmers in transition, a program titled RE:FIT was developed.

RE:FIT Program

The RE:FIT program was initially designed to facilitate many of the changes that a farm family may need to make in working through the crisis, be it counseling, securing supplemental income, supplanting the farm income, seeking training or retraining,

or addressing change within the family and family structure. The RCAP program is an outgrowth of the earlier RE:FIT program. In order to understand the foundation on which RCAP is based, the RE:FIT program is reviewed in more detail.

RE:FIT allows the Ohio Cooperative Extension Service to take the role of a firm in conducting outplacement counseling and referral services. The program utilizes the historic credibility the Extension Service has with farm families to provide them with reassessment of their own marketable and salable skills and interests. The program approach and materials were the result of the apparent absence of materials designed specifically for this clientele. The dislocated farm population varies from previously defined dislocated workers in several ways, including the wide-ranged and sparse geographic distribution of farmers, the fact that each farm unit is an independent operation/small business operation, the lifelong attachment of the farm family (often from childhood on) to the career choice, and the socio-emotional and financial interdependency of career and lifestyle. These factors compound the impact of job loss on the farm family, making their crisis different from that of other dislocated populations.

RE:FIT Modules

In the initial RE:FIT program, Extension Service staff provided farm families with (1) outreach, counseling, and referral assistance, and (2) help in reassessing their marketable skills and interests. The structure of the RE:FIT program incorporates the use of three distinct but interrelated modules: Indicators

for Change; From Farming To...; and Referral.

The Indicators For Change module helps farm family members recognize early indicators of impending crisis. This part of the program gives farm families time to make changes and decisions on farming, alternative careers, training and education, and supplemental income.

The From Farming To... module addresses the potential in the farm families for non-farm employment. The process and the materials in this part of the program are inseparable. The process is a mixture of crisis counseling, career planning, self-assessment, and referral. The materials, used at each "step" in the process, facilitate family members' (1) acceptance of their situation, (2) understanding of their transferrable skills, (3) recognition of similarities between farming and other occupations, and (4) exploration of potential career/job options.

Two instruments are used in the From Farming To... component: a transferrable skills inventory and an interest inventory. The skills inventory is a "user friendly", three-choice questionnaire that aids individuals in identifying their most preferred skills.

The second instrument, an interest inventory of twenty item groupings, is used to demonstrate to participants that many of the conditions and activities they enjoy in farming can be found in other occupations and jobs.

Following their use of the two instruments, an extension agent discusses with the family members the options that exist for them. The options constitute the Referral section of the RE:FIT program. The alternative courses of action are grouped in four

sections: (1) Community Services; (2) Training/Retraining; (3) Job Skills and Placement; and (4) Alternative Farm Enterprises.

Community Services may include referrals to local counseling services, sustenance programs, and/or local support programs. Training and retraining options are closely aligned with programs offered at joint vocational schools, community colleges, technical institutions, and JTPA-sponsored programs. Referrals are also made to local organizations which operate job clubs, or specialize in assisting dislocated persons secure employment as well as providing more traditional job search skills development assistance.

Participants are also referred to various training organizations and agencies which can help them implement their chosen plan through education, training, or job search.

The Rural Career Assistance Program in Ohio is an institution-based version of RE:FIT that helps dislocated rural farm families plan positive career options and extends to them the services of the two-year colleges, university branch campuses, or area vocational centers. The program consists of a four-week combination of individualized and group counseling sessions during which the RE:FIT materials from OCES are used. Additional materials and activities have been developed and added to the RCAP program through the efforts of the National Center project. The next section describes the revised and expanded version of a Rural Career Assistance Program.

CHAPTER II

PROGRAM STRUCTURE

This chapter presents detailed information regarding the overall structure of staffing and operational elements of a model Rural Career Assistance Program (RCAP). The major topics discussed are administration, program planning, program implementation, and public relations.

Administration

The major administrative concerns involved in a rural career assistance program include staffing (including recruitment), reporting structure, curriculum development, client recruitment, funding and budget issues, and linkages with agencies such as JTPA.

Program Staffing/Recruiting

To plan and implement a Rural Career Assistance Program, three positions are recommended: director/recruiter, counselor, and secretary. Whether or not all the positions are full-time depends upon the number of clients to be served and the amount of funding that can be secured to operate the program.

Staff recruitment. It is recommended that the hiring of the director/recruiter be a group decision rather than that of one individual. To that end, a search committee should be formed.

The input from a group should include different points of view, and is a good way to provide a sense of program ownership to the group members. Suggested positions that should be represented on the search committee include community leaders, staff from service provider agencies with which the director will likely interact, staff from potential funding sources, individuals from the agency/organization/institution in which the program will be "housed," and key people from groups such as the County Cooperative Extension Service and various farm organizations. Local political pressures and attitudes will probably play a role in committee selection; the individual who forms the committee should be sensitive to these factors.

The first duty of the search committee is to formulate a job description and advertise/circulate the position description in local newspapers, schools, farmer organizations, Future Farmers of America, and community-based organizations, for example. The second duty of the committee is to interview and, ultimately, hire a director/recruiter. The characteristics believed important in a director/recruiter are described later in this section.

It is possible that the "housing" institution already employs an individual who possesses appropriate credentials for the position of director. In this case, it is wise to individually "introduce" that person to those who would have comprised the search committee to obtain their support for the program.

Once the director has been hired, it is important that he/she have significant input in the selection of a counselor and secretary. The three people in these positions must work well together

as a team, and a committee may not be the best judge of this factor. At the point when the director has been selected, the search committee can begin to function as an advisory committee for development and operation of the Rural Career Assistance Program.

Director role and characteristics. The role of director is diverse. He/she serves as administrator (budgets, funding, reports), recruiter, networker, intake person, and role model. Although previous job experiences may be relevant and important, the search committee will want to look for specific personal characteristics. For example, a director should--

- have a farm or rural background and not give the image of a "city slicker;"
- communicate well orally;
- be a feeling person who communicates empathy, not sympathy;
- be able to communicate quickly to clients that it's not what has already happened that is important but, rather, what happens now;
- enjoy traveling to provide service;
- be able to relate to people but not be drawn in to emotional problems;
- have a history of community service;
- possess a positive attitude toward failure (what can be learned from failure);
- not be a member of the immediate local community in which they would work (people are sometimes reluctant to confide in someone they "live" with);
- possess an agriculture education or agriculture employment-related background; and
- be able to respond quickly to clients.

The person should know the local area and its people. It is not necessary that applicants be associated with local educational institutions but should be qualified to serve with educational faculty and staff.

Counselor role and characteristics. Depending upon the structure of the program and its linkages with agencies that already provide various types of counseling services, the counselor must be able to provide personal, career, and employment counseling. Initially, only one counselor is usually needed. Additional counselors may need to be hired if the program grows. Typically, a counselor should--

- have a solid professional background in the skill of counseling;
- possess a positive attitude toward life;
- display a positive attitude toward rural families;
- be able to work with all age groups;
- be able to interact with both groups and individuals;
- possess a good interactive style;
- possess an understanding of and sensitivity toward rural life and values;
- have some clinical background, either through education or, preferably, experience;
- possess some affiliation with rural life;
- be able to conduct and be experienced in career assessment and career change counseling;
- have experience (such as crisis counseling) in working with clients who are experiencing stress; and
- be cooperative in professional relationships.

Secretary role and characteristics. The secretary for the rural career assistance program works closely with the director and counselor, preparing reports and materials, answering telephones, and scheduling appointments. The secretary should--

- o possess good clerical skills,
- o treat sensitive matters confidentially,
- o possess a positive attitude and sensitivity toward rural life and farm families, and
- o be capable of recognizing crisis situations.

Reporting

Because the funding agency or agencies, host institution, and the program itself may have different/overlapping goals, the rural career assistance program (RCAP) staff must give careful thought to the types of data to be kept. By planning ahead, information can be gathered at the appropriate time, alleviating a last-minute rush to gather data that will possibly be inaccurate or incomplete.

External funding sources. Agencies that fund part or all of a RCAP generally do so because the program helps them fulfill their goals. The RCAP, therefore, must be aware of the goals and then take steps to secure supporting data on each client from the time that client enters the program until he/she exits the program. Because most external funding agencies' evaluation requirements are fulfilled solely by reports rather than by site reviews, data collection becomes essential.

In the case of JTPA, for example, specific goals may be stipulated. If JTPA is the sole funding source, eligibility

criteria must be met by all clients and quotas for specific outcomes may also need to be met. For example, JTPA may specify that 40 percent of all JTPA clients must result in a particular type of placement. Other funding agencies may have different outcomes that require the collection of different kinds of data.

It behooves the program director to be aware of the requirements attached to funding from the outset so that conflicts regarding the purposes of the program, the host agency, and the funding sources can be avoided. This topic will be discussed again under Program Implementation.

Host agency/institution. As is the case with external funding sources, a host agency will generally evaluate the effectiveness of the program through reports rather than on-site observations. The host agency probably has an agenda that is in addition to its desire to help farm families through the options or transition process. For example, an education institution may have an interest in attracting new clients into their regular programs (perhaps the education institution can apply for special funding in the form of scholarships for farm clientele once they know who they are) or desire to improve their visibility and public relations in a positive way in the community. Data that shows that these activities/attitudes are occurring will need to be gathered.

The host institution will also want to be aware of linkages that the program has developed with other agencies. This can be important to the host agency for reports they must submit to their governing boards.

Internal accountability. In addition to the data the RCAP program may be collecting for funding and host agencies, the program may wish to collect data to help its staff determine if its goals are being met. Data collected should enable program staff to determine who is being served (target groups), how many are being served, how much time is being spent on what functions; as well as how much money is being spent on which activities and which target groups, the geographic areas the clients are coming from, source of referrals, agencies clients are referred to, and what happens to clients when they exit the program. Records must also be kept for fiscal accountability purposes.

Curriculum

The curriculum (content) for an assistance program may vary from site to site. The director's and counselor's skills and the needs of the clientele to be served are variables that will influence each program's curriculum. The importance of accurate labor market data is one variable that cannot be ignored.

> Successful re-employment of dislocated agricultural producers and workers will require improved linkages between the labor supply (dislocated workers) and labor demand (available jobs). Two strategies to achieve this linkage are: (1) improved up-to-date information on local job availability, and (2) economic development efforts in agricultural communities, which coordinate economic development with training efforts. (Financial Distress and Dislocation in Washington Agriculture 1987, p. 2)

Other important program variables include--

- job training opportunities,
- education opportunities,
- sustenance and support services,

- o counseling services, and
- o agency linkage opportunities (referral versus subcontracting).

Funding restrictions and requirements, as mentioned in the previous section, will also influence the curriculum of the program.

Chapter III presents a suggested curriculum for a rural career assistance program.

Client Recruitment

Initially, the director will perform the duties of recruiter. Frequently, the director, who is performing other necessary functions, cannot spend as much time on recruitment as he/she desires. Therefore, at such time when the program can afford to support another position, that of recruiter should be considered.

Innovative recruitment efforts need to be employed in reaching farmers in crisis. Both geographic isolation and the reluctance on the part of farmers to participate in what they may view as "welfare" are barriers that must be overcome by the recruitment process. It is important that not only those who have already experienced farm loss be contacted but also those who are dealing with potential or impending loss of the farm (Financial Distress and Dislocation in Washington Agriculture 1987).

Recruitment can be accomplished using various public relations and media strategies and through personal networking. Individuals who can recruit potential clients include--

- o farm bureau personnel,
- o county extension agents, including 4-H,
- o farm organization officers and members,

- ministers,
- JTPA staff,
- local employment services staff,
- agriculture instructors at area vocational schools and postsecondary institutions,
- members of the program's advisory council, and
- community-based organization staff.

The program director should first acquaint these individuals with the purpose of and services offered by the RCAP, and explore linkages with each of the individuals who might cooperate in the recruitment process. The cooperation that individuals and organizations are willing to extend may vary, and may include--

- distributing brochures/fliers to group members,
- distributing a letter to members (see sample letter in the Intake and Recruitment Materials),
- mentioning the program in a meeting,
- inviting the director or counselor to speak at a meeting,
- referring specific individuals to the program, or
- suggesting that the RCAP director contact specific individuals.

Persons in a position to refer individuals must be aware of any eligibility restrictions, as well as be aware of the type of services offered. How actively recruitment is conducted on behalf of the RCAP will be determined by such factors as how much the individual believes in the program and how comfortable he/she is in broaching a sensitive topic with others.

Funding and Budget Issues

Rural career assistance programs may be funded by local JTPA Private Industry Councils, United Way agencies, foundations, church councils, and state programs. Other sources of funding may be available in your particular area.

Linkages

The needs of farmers in crisis are so diverse that it is unlikely that any single agency can meet all the needs (Financial Distress and Dislocation in Washington Agriculture 1987, p. 2). Linkages with other service providers, therefore, are essential.

Rural career assistance programs (RCAPs) can be linked with a number of different agencies, organizations, and institutions to provide a full complement of services to clients. For example, if eligible, clients can be referred to a JTPA program for job search, job training, and job placement, as well as career counseling; state bureau of employment service offices for job leads; public or private counseling agencies for in-depth, specialized counseling; adult vocational programs at secondary or post-secondary schools for education and training services; and public assistance agencies for income and health care assistance. Lending institutions, farmer organizations, and law firms may provide financial management advice. The agencies to which clients can be referred will, of course, depend upon the attitude of each client toward accepting services, their eligibility status, and the availability of such services within local agencies.

Program Planning and Implementation

It is simpler to discuss program planning separately from program implementation than to describe the two simultaneously. However, the reality is that the two processes are sometimes carried out simultaneously, although anyone experienced in program planning and implementation can attest to the fact that planning must precede the implementation of any part of a program. And, program modification and refinement will and should occur throughout the life of a program.

During initial program planning, the director and counselor must determine the target clientele, that clientele's needs, and how their needs will be met. The needs, which the program staff determine should be met, will serve as the program goals. Program goals are discussed in Chapter III.

Client eligibility criteria that may be used may be determined by the local situation. In Ohio, one set of criteria are that clients be farmers who have experienced one of the following events:

- Negative cash flow at any time in the past twelve months
- Foreclosure at any time (voluntary or forced)
- Inability to secure capital for farm operations
- Bankruptcy at any time

Services to be planned and offered may include the following, which are adapted from those provided in the Ohio program:

- Identify the stress cycle of grief/loss and explain how it affects the farm family members
- Inventory skills, interests, and values so clients can seek a new future

- Investigate what options are available and how clients can choose the best option
- Review the job search process so clients know what to do if they decide to pursue an off-farm job
- Provide information about education, training, and job placement services

Once an initial outline of needed services has been developed, the counselor and director can begin to be more specific about the services to be offered and the linkages that may be built with other agencies. Whether agency linkages are to be in the form of referrals or subcontracts will depend upon what services are needed and available, as well as the capacity and requirements of the other agencies.

When linking with other agencies, whether for funding or services, a WIN-WIN philosophy should be used. If the goals of the two agencies are consistent, that's a good beginning. Requirements of other agencies that bear examination are time lines, accountability measures, and reporting requirements. Some agencies will also require specific outcomes (e.g., a specific number of clients placed in training, jobs, education...). The director bears final responsibility for living up to agreements and also for carrying out the goals of the RCAP, so it's prudent to determine from the outset that the goals and requirements of the other agencies are compatible with the RCAPs and that requirements can be met.

Because the overall purpose of the RCAP is to meet the needs of farm families in crisis, it is important that flexibility be built in to the services. Clients will have different priorities

and different levels of need to deal with aspects of displacement or imminent displacement. For some, the most important priority may be dealing with creditors; for others, it may be dealing with the reactions of family members. The program services must be planned in such a way that diverse needs can be met as quickly as possible. Frequently, when a farm family reaches out for assistance, it is because they have been backed into the proverbial corner. Chapter III deals with program structure in more detail.

Public Relations

Public relations efforts serve to inform potential clients, funding agencies, and employers about the rural career assistance program. Public service announcements; interviews with media; speeches to civic groups, farmer organizations, and funding agencies; posters; newspaper advertisements; and brochures are all methods that can be used to inform the public about the services the program provides.

The sophistication of some of these efforts may depend on budget or in-house talent. Public service announcements, media interviews, and speeches are among the less "expensive" in that they can be done by the program's staff; these methods also seem more personal because they can provide a face to put with a name and the program.

CHAPTER III

CLIENT SERVICES

This chapter discusses services, client activities, client movement from one part of a rural career assistance program to another, the format of and techniques used in group sessions, and follow-up of clients during and after the program. The information presented was derived from the Ohio program for displaced farmers currently in operation and from research conducted on other career assistance programs for displaced workers.

Services Offered in Career Assistance Programs

Participants in a program for displaced farmers will need a number of services that can be provided through various formats. Typically, displaced worker programs provide the following range of services (Zahniser, Ashley, and Inks 1985):

- Skills assessment
- Self-assessment
- Career and life planning
- Labor market orientation
- Resume writing and preparation
- Interviewing preparation
- Job and employment orientation
- Assistance with designing a job search campaign
- Self-marketing and confidence-building techniques

- o Basic skills training
- o Occupational cross training
- o Skill and upgraded skill training
- o Skill enhancement training
- o Job development assistance
- o On-the-job training placements (p. 27-28)

Ohio programs have identified the needs of displaced farmers in four areas: emotional, career, job search, and physical. The services offered meet these needs, through referral to another agency or provision of services by their program staff. Four two-hour group sessions are the primary delivery mode for the majority of services offered through the program. Four one-hour individualized sessions per client support the group sessions.

Client Needs: Career

Clients need to be able to make informed choices about job opportunities, including relocation opportunities; education options; career change possibilities, and job search techniques. Clients also need information about various choices to remain in farming. To be able to make a wise choice, clients must (1) understand their specific skills and how they relate to other occupations, (2) have knowledge of the broader world of work, (3) know themselves (their values, perceptions, personal identity), (4) be able to verbalize what they want to change and can change, and (5) prioritize their values.

Frequently, displaced farmers, as is true with other displaced workers, are not aware of many other careers or how their

skills and interests mesh with other potential careers. Clients also may not have considered other farming options, such as switching to alternative enterprise or alternative production farming. However, these choices must be discussed with a critical assessment of the financial implications of remaining in farming and knowledge of other choices.

For individuals who have been self-employed all or most of their lives, the job-search process may be an alien one. Experience at job search is a valuable skill; in fact, some economists consider it human capital in the same way they consider formal education. "...Because a successful job search depends upon an understanding of several types of behavior (employer search behavior, employee search behavior, productivity signals, and the establishment and utilization of certain types of networks), it is a highly cognitive activity" (Gordus 1986, p. 321). The skills to conduct cognitive activities can be learned.

Job search strategies and techniques, therefore, can also be learned. Writing cover letters, developing resumes, filling out applications, networking, using job clubs, reading want ads, accessing the hidden job market, and using the telephone in the job search process are some of the techniques often taught in programs.

Of equal importance to people searching for jobs is an ability to set realistic employment goals, including realistic salary expectations, and to understand, intellectually and emotionally, that a job search can take time.

Client Needs: Emotional

Displaced farmers typically take total ownership of/blame for the difficulties they are experiencing. This often leads to deep feelings of failure that are devastating to their self-concept. Guilt, shame, loss of pride, self-blame, embarrassment, anger, and fear lead some of the farmers to withdrawal and subsequent feelings of isolation. Clients need to understand the process of grief they are undergoing and how to retrieve their sense of self-worth and pride.

Because severe or prolonged stress frequently depletes an individual's ability to cope with other problems, some clients may benefit from individualized, in-depth counseling services that the program is not intended or equipped to provide, such as marital or family counseling or psychotherapy. Suicide among farmers is not, unfortunately, unheard of. Therefore, clients who are experiencing serious emotional trauma and are unable to cope with it in a positive way should be referred to an appropriate individual or agency that is equipped to help the individual work through the problem(s).

Clients Needs: Physical, Spiritual, Financial, and Legal

The physical, spiritual, financial, and legal needs that can result from losing a farm can be difficult for a rural career assistance program to meet. The emotional trauma suffered by displaced farmers frequently causes them to withdraw from their church and community activities. Rural career assistance programs generally cannot provide medical care for participants. Physical

needs, such as food, housing, clothing, and transportation, generally require the involvement of public assistance agencies. Legal concerns frequently require one-on-one counseling from a lawyer, although general information can be provided on a group basis via a guest speaker. The psychological ramifications of stress can be dealt with on a group basis; however, some program participants may need more intensive, one-on-one assistance that requires referral to an outside agency, as mentioned previously.

Client Activities/Flow

Once the needs of displaced farmers have been determined, careful thought should be given to the specific goals and objectives of the rural career assistance program. In other words, what needs will the program try to meet, either through direct services, subcontracting, or referral? The following is a slightly modified list of goals and objectives used by the Rural Career Assistance Program in Ohio:

- To provide farm and rural people a meeting place where a comfortable structure and common background is provided to help ensure a feeling of belonging while considering new career options and program choices available to them
- To redevelop a feeling of self-worth and confidence on both the personal and career level
- To provide farm people with information concerning alternatives available to them when making a career change
- To provide personal counseling for rural people who need help in dealing with the loss of farm and/or home and the failure of a previously successful business
- To provide career counseling and determine each individual's attitudes, aptitudes, and vocational readiness
- To provide guidance concerning the specific educational opportunities available to the individual

- To provide guidance concerning the employment opportunities in the area to the individual
- To provide a local network of key organizations and business individuals for making referrals into the program

Once the needs of the client population have been analyzed and the director and counselor, with input from the advisory council, have determined what needs they will try to meet, program format can be set.

Program Format

A rural career assistance program can be structured in different ways. Factors that influence the structure include the types of services to be offered; the expertise of the director and counselor; and existing agencies, organizations, and institutions with which the program can link.

Rural Career Assistance Programs

The rural career assistance program in Ohio currently operates on a six-week cycle. During that six weeks, the director is able to devote the majority of his time to contacting and enrolling participants for the next group, while clients are participating in various activities. The basic structure of the program is as follows:

- Clients first have an intake session where they met individually with the director to discuss their situation and to complete an assessment tool designed as part of the Ohio Cooperative Extension Service RE:FIT program (see the Intake and Recruitment Materials). The director also collects information regarding each client's eligibility for Job Training and Partnership Act (JTPA) programs.
- Clients then attend 12 to 15 hours of group and individual exploratory sessions in which their attitudes, aptitudes, and vocational readiness are assessed, issues and concerns dealt with and job search skills learned. Those clients

who express interest in any of the topics presented in these sessions can continue discussion after the four sessions are completed; the counselor sets up group support activities for this purpose.

- The clients can then attend individual counseling sessions for two to four hours to gather more specific information about education and/or employment options.

- Depending on each client's interests, abilities, and, in the case of JTPA, their eligibility, the client is referred to the appropriate JTPA office for either education or employment benefits or to the technical college for education benefits.

- Until clients have either started an education program or secured employment, the program director tries to contact each client at least once a month.

At any point in the program, clients can be referred to an appropriate person or agency for in-depth personal, marital, or family counseling; to the local office of the State Bureau of Employment Services for job leads; or to private employers who have been contacted by the director and are interested in hiring individuals who have a rural background.

Some individuals will use the full range of services offered; others will use only portions. Because the goal of the program is intervention and to convey to clients that they have choices, program "completion," that is, having clients go through the entire program, is not necessarily an accurate measure of success. The assessment of choices and ability to act on those choices is a more appropriate measure of success. (Other measures of success may be dictated by funding sources, host institutions, or linking agencies, as previously mentioned.)

During the time clients are participating in the program as described above, other activities can occur. Community awareness

seminars should be held in the local and surrounding areas to promote the rural career assistance program to new individuals. Cooperative linkages should be strengthened or built between the program and other agencies concerned with the rural scene, such as the cooperative extension service, council of churches, farm organizations (Family Farm Movement, Family Bureau), National Issues Forum, vocational agriculture teachers, and lawyers who specialize in farm issues.

Program Techniques

The overriding attitude of rural career assistance program staff must be that they are there to assist farmers who are in transition to analyze their options. By enabling clients to see they have options due to skills they already possess or can acquire and that their emotional reactions to their situations are normal, these clients can begin to regain their sense of self-worth.

Intake Session

The director should initially meet with prospective clients either in their homes or in his/her office. It is important that the director convey a sense of concern for and genuine interest in the individual. The confidentiality of information shared should be stated. It is likely that the client will have questions regarding the process and be somewhat anxious regarding his/her participation.

At this session, the director gathers background information, which will be shared with the counselor. The client must know

that the counselor will receive the information. JTPA eligibility information should also be gathered. It is best if the director fills out any forms rather than handing the forms to the client to be filled out. A low-key, conversational attitude can do much to relax a stressed individual. A questionnaire that can be used during the intake session is contained in the Intake and Recruitment Materials.

Trust must be established, and the best way to do this is to be honest, direct, and to let the client know that he/she will be in control of choices--that no attempt will be made to pressure him/her into any specific action or direction.

Group Exploratory Sessions

The group exploratory sessions are divided into four meetings. Although the counselor has primary responsibility for these meetings, it is advisable for the director to be present at the meetings. The director has met all the participants and can thus serve as a link to the counselor. Also, if the director has shared common experiences (having been raised on or owned a farm and, perhaps, having lost it), he/she can draw upon those experiences as appropriate.

The four group exploratory sessions and individual sessions are described on the following pages.

Group Session I

Objectives:

To establish trust and acceptance of each other
To establish attitude of confidentiality
To introduce concept of choices
To provide clients a tool to use in making choices
To introduce concept of grieving over loss
To assist clients in verbalizing their values and interests related to work
To introduce clients to ways of handling stress
To provide clients with contact information for agencies that can provide counseling or sustenance services

Agenda:

A. Introduction, purpose of program, what program will cover (choices in the three domains), establish confidentiality and trust

Get acquainted activity

B. Emotional Domain

Introduce coping with loss and grief
Discuss other agencies'/organizations' support services (mental health, substance abuse, family counseling, etc.)

C. Career Domain

Complete Identify Work Values
Complete Identify Job Interests
Distribute Discovery Module for homework

D. Physical/Fiscal

Introduce stress management techniques
Discuss other agencies'/organizations' support services (legal aid, sustenance, health care, etc.)

Group Session I. The first thing the counselor should do after being introduced by the director is to describe the program: its content and what it is and is not intended to do. For example, the director and counselor should emphasize at the outset and all through the program that everyone has choices and options; the purpose of the program is to help them examine those options, not to push them toward any single predetermined choice. The "ground rules" for the four sessions must also be established immediately: information shared in the meetings is to be kept strictly confidential, everyone's ideas and feelings are valid and deserving of respect, and self-honesty is necessary to make good choices. It is important that these concepts be understood and accepted by all program participants.

Any personal information that the counselor and director can share that would serve to promote trust or identification should be communicated. Individuals who have been successful in making the transition from farm to non-farm life can be used at this session to serve as models and proof that a happy transition is possible. The counselor should avoid using counseling "jargon."

To help break the ice and ensure that everyone gets introduced to everyone else, a get-acquainted activity is suggested at this point. Numerous activities of this type exist; one is included in the Intake and Recruitment Materials.

During Session I, the counselor introduces the concept of the cycle of grief (see the Emotional Domain Materials). The participants will undoubtedly be at different stages in the cycle; thus, they can share experiences and help each other. This topic will

emerge in all of the sessions because participants will be moving through the cycle and will need to deal with their changes in attitude. Clients may, of course, go back and forth between stages. They must be reassured that this is "normal." Because it may be helpful for clients to be able to see how they are progressing through the cycle, the grief cycle chart can be distributed to the participants so they can chart their progress. Some clients may need more intensive or different types of mental health services than the RCAP is designed to provide. For this reason, the counselor should distribute information on whom to contact at what agency for what type of service (see "Emotional and Fiscal Agency Referrals" in the Physical/Fiscal Domain Materials). Professionals may also be invited to visit with the group to present general information and invite clients to schedule appointments.

Frequently, people hold values that they have never verbalized. To ensure that the career option selected is one that fits these unspoken values, the values must be put into words and prioritized. For example, how important is it to an individual that he/she contribute to the betterment of the world in which he/she lives? Or be in a position to change attitudes or opinions of others? The values held by clients are important and must be thoughtfully assessed.

To assist the participants in assessing their skills, the counselor can use an instrument such as the Discovery Module (Career Domain Materials). The format of this module is designed

to help farmers realize that they have salable skills and what those skills are. Clients receive a psychological lift in seeing on paper how many skills they have. This module can be given out as work to be completed at home. Scoring can be done in Group Session II.

Group Session II

Objectives:

To assist clients in dealing with grief process
To assist clients in dealing with stress
To assist clients in tying their work values and job interests to job clusters and industries
To introduce importance of planning personal/household budget

Agenda:

A. Introduction

Review previous week's work
Overview this week's work

B. Emotional Domain

Discuss feelings of loss and stages of grief

C. Career Domain

Review work values and job interests
Complete/discuss/score Discovery Module (clusters, industries, jobs)
Discuss goal setting and priorities

D. Physical/Fiscal Domain

Review stress management techniques
Hand out budget planning materials for homework

Group Session II. The opening activity for Group Session II should be a discussion of where participants are in the cycle of grief and how to manage the stress symptoms of anger and blame. The counselor should present exercises and techniques for personal management of stress and encourage input from the participants about ways they have found helpful in managing stress.

After scoring the Discovery Module, the information from it plus the work value and job interest inventories can be looked at as a total picture to help guide the client in the job search. During the group session, the counselor may be able to discuss general examples of relationships only. Therefore, the director or counselor can be of great help to the client in the individualized session for this week by working one-on-one to help the client move from the general information presented about the relationships between the inventories to specific information about him/herself. Then, with the help of the director or counselor, the client can begin to set goals and priorities and to select options for further investigation. Use "Determining Goals and Setting Priorities" that appears in the Career Domain Materials.

The budget planning material (Physical/Fiscal Domain Materials) can be handed out at the end of Group Session II for clients to take home to work on. This awareness activity will focus clients' attention on the amount of money needed to run a household rather than the amount of money needed to run a farm and a household. Because farmers are accustomed to receiving a large

check that covers operating expenses as well as profit when a product is sold, they may not be aware of the amount of money necessary to run a household on a monthly basis.

Group Session III

Objectives:

To assist clients in dealing with grief process
To assist clients in dealing with stress
To enable clients to pursue potentially available jobs via labor market information
To prepare clients to write cover letters and resumes and fill out employment applications
To inform clients regarding education and training opportunities at appropriate institutions/agencies
To acquaint clients with concept of a job club--how it's run and its benefits

Agenda:

A. Introduction

Review previous week's work
Overview this week's work

B. Emotional Domain

Discuss Stages of Loss and Grief

C. Career Domain

Present Labor Market Information material
Discuss handouts on resume writing, cover letter writing, and filling out employment applications
Discuss education and training services available from area agencies and institutions
Introduce the job club concept

D. Physical/Fiscal Domain

Review Stress Management Techniques
Review homework (Budget Planning material)

Group Session III. Again, the session should open with a check of where people are in the cycle of grief. Some clients may be concerned because they are in the same place they were the previous week; others may feel they have regressed; still others may have moved to the next stage and want to discuss the new stage and how to deal with it. All three situations are "normal," and clients need to know that this is the case. Techniques for managing stress should be presented and discussed.

Now that the participants have a better idea of their abilities and skills, have set some goals and priorities, and have examined and perhaps chosen options, the counselor can begin to discuss topics related to reaching their goals. Some possible topics are writing resumes and cover letters, as well as how to fill out employment applications. Handouts related to these topics are included in the Career Domain Materials. The interests of each group will shape the emphasis given each of the topics.

This is also a good point at which to discuss job clubs and see if the group is interested in forming one. The homework and individual session with the director or counselor for this week is to help the client refine his/her resume. If at all possible, staff services to type the resume should be provided as well as a few copies of the finished product to get them started.

Group Session IV

Objectives:

To assist clients in dealing with grief process
To assist clients in dealing with stress
To provide clients information on interview techniques
To prepare clients to begin the job search
To help clients organize and begin a job club
To help clients learn to set goals

Agenda:

A. Introduction

Review previous week's work
Overview this week's work

B. Emotional Domain

Coping with Loss and Grief

C. Career Domain

Present interview techniques (informational, personal, and telephone)
Discuss job clubs
Present job search strategies
Discuss setting goals
Organize and begin a job club

D. Physical/Fiscal

Review stress management techniques

Group Session IV. Again, the session should be opened with a check of how participants are moving within the cycle of grief. Techniques for focusing stress into positive action should be presented and discussed.

Interview techniques to be used in conducting telephone, face-to-face, and informational interviews should be discussed. Job search strategies should be presented.

Another important activity to conduct during Group Session IV is to launch a job club or, if an appropriate one already exists in the area, to encourage participation. Part of the Group Session IV time might be spent on job club. A suggested outline of job club sessions is contained in the Career Domain Materials.

Clients should be cautioned that, no matter what option(s) they choose, adjustments will have to be made and goals set. If either spouse takes an off-farm job, for instance, changes will have to be made in lifestyle. Goals help guide an individual to achieve an end. Some goals will be short-term and some long-term, but most will require some changes in the clients' lives.

During the individualized sessions held during this week, the director or counselor can help each client determine the path he/she wishes to pursue (education, training, job placement, or staying in farming). Each client can sign up to attend one or both of two information seminars that deal in more depth with education/training or employment options.

Information Seminars

The information seminars serve as a means to present more in-depth information on education/training and employment. Each

topic is covered in a two-hour block; blocks should be scheduled so that participants can attend both, if desired.

Placement Referrals

After the information seminars are completed, clients should meet with the director or counselor to discuss referral to an appropriate agency that can help them obtain employment, short-term education or training, or longer-term education.

Follow-up

The minimal amount of follow-up that should be provided is for the director to contact each participant at least once a month until employment has been secured or an education or training program has been started. It is advisable to also have an "open door" policy, that is, be sure that program participants feel welcome to contact staff at any point they feel necessary. All problems will not have been resolved nor all decisions made by the end of the formal program.

If at all possible, the rural career assistance program should provide job adjustment support groups. Participants will experience different amounts of stress and difficulty adjusting to a new job, depending on individual personalities, previous experience, and the requirements and environment of a new job. In a study conducted by the National Center for Research in Vocational Education (Zahniser, Ashley, and Inks 1985), workers suggest the following:

- Service providers should continue helping dislocated workers after they are reemployed. Sometimes these workers will have problems adjusting..., and they may become depressed or lack motivation in their new jobs.

- Service providers should set up support groups for re-employed workers that will help them adjust to the new job. (p. 61)

Something as simple as a weekly discussion group where problems and concerns could be shared and different problem-solving approaches shared or support given would be useful (Zahniser, Ashley, and Inks 1985).

Clients who select to obtain further education or training are not as likely to need continued support from the RCAP. The agencies and institutions that provide education and training generally provide these services.

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WORKSHOP MATERIALS

FACILITATOR GUIDE FOR USING THE SITUATIONAL ROLE PLAY CARDS

This material has been developed for use by RCAP directors or counselors with farm clientele or in programs to train directors and/or counselors.

Present each volunteer with the description of his/her character (descriptions may be found under the "scripts" section), describe the situation, and tell each person what the action is. Read the situational statement. Allow the action to take its course - have any characters enter when you believe the important information preceding their entrance is presented or the scene has digressed or moved in an unanticipated direction.

Allow no more than five minutes for each scenario (unless new, valuable information is being presented). Do the three scenarios consecutively.

After the last scenario, have the participants divide into small groups and discuss the following questions:

1. Are there any connecting threads running through the three scenarios?

2. What broad issues does each scenario bring to light, if any?

3. What are important things to note from each scenario?

EMOTIONAL

Characters

Jack and Norma, a married farm couple in their early 50s.

Sharon, Norma's best friend. Sharon and her husband quit farming 2 years ago and have made a successful transition to non-farm occupations.

Situation

Jack and Norma's farm has been losing money for the past 3 years. Jack has just received word from the bank that his loan application has been denied.

Action

Jack has just told Norma about the loan being refused. As they have a somewhat heated discussion, Sharon walks in to take Norma to the grocery store.

Scripts

JACK:

You read farm journals avidly. The suggestion that the agricultural economy is improving gives you hope. You sincerely believe that "one more year--one good year" is all you need to turn the farm around. You've been losing money on the farm for the last three years.

Since the farm finances have become stressed, you have compensated by becoming more active than ever in your participation in the local Jaycees, the church, and other organizations. You have argued with Sharon nearly every time you've seen her in the last year. You resent her and her husband's success but hide behind the attitude that you think they are "quitters." You feel betrayed because you and Norma and Sharon and her husband aren't as close as you used to be.

NORMA:

During the last three years, you have tried to maintain the family and the home life as it has always been. You haven't been sleeping well for nearly a year now. You have said often, "I resent being in an industry where you can't cover the costs of production and make a profit. We have no control over what price we get for our product. Instead, we produce it and ask the buyers how much they will 'give' us."

SHARON:

Since taking a non-farm job, you have been constantly surprised at how you enjoy working. You comment that your actual work hours are fewer than on the farm and that there is much less stress. You and your husband have taken vacations since leaving

farming--something you didn't really do before--and the last two years you have both been attending programs your children are in at school. You are especially happy that, as of late, you have had more casual spending money than before. You are still close friends with Norma but find Jack's denial of reality and anger with you for leaving the farm life difficult to deal with.

CAREER

Characters

Ted and Julie, a married farm couple in their early 40s.

Situation

After four generations of farming, Ted has decided that he can no longer make a "go" of the family farm. Ted has applied for several jobs and interviewed for a few. However, he has been unable to determine what he really wants to do as a career. Ted isn't confident that he has any skills that anyone would be interested in. In fact, he hasn't really sat down and inventoried his skills. Julie is a clerk in a law office and has held that job for five years.

Action

Julie is trying to encourage Ted in his job hunt and offers suggestions about where to apply. She's seen resumes in the office where she works, but is not sure how to do one for Ted.

Scripts

TED:

You have been holding inside the unsure feelings you're experiencing. You tried everything you could to keep farming, but that's going; you've been looking pretty hard for a job, but you keep hearing "no". You are beginning to feel "desperate" about getting a position, you've said before, "Who'll hire me? What skills have I got? Who's hiring?" You think training may be one answer.

You aren't sure what you would like to do--the farm was your entire life. So you've put in applications every place you can think of. The interviews you've had seem to reinforce your belief that you can't do much else. You even get turned down for jobs you think "any fool" could do. Your biggest worry is maintaining the family. Julie keeps saying that she's sure you'll have no problem finding a job but that only makes you feel worse because you haven't. You feel Julie expects you to be the breadwinner and so do you. You need income and Julie's isn't enough. You think you would like to get some training somewhere, but you don't know what you'd like to do or where to go. You really feel that you're up against the wall.

JULIE:

You know Ted is unsure about his ability to find a job. You know Ted believes that the man should be the "breadwinner" and that his pride is hurt by your supporting the family. Ted blames himself for losing the farm, which has been in his family for four generations. You know Ted is very capable and intelligent, and you have kept reminding him that he should have no problem in

getting a good job he'll like. Now you're not so sure he'll ever be able to find something. You can see that Ted's begun to give up on finding a job; he rarely gets excited about a potential job and is applying for fewer and fewer.

Meanwhile, you do have a career. And, even though Ted's around most of the time, he's out moping in the barns, not helping in the house. So, you come home exhausted and still have to cook and clean. Ted's been thinking about going somewhere for some training. You think this may be a good idea, but you're worried about finances, you're tired of shouldering the burden alone and you've run out of helpful suggestions. You and Ted rarely talk about anything anymore. And, even though you realize that Ted needs to pull together a resume and organize his job search, you're reluctant to suggest it.

FISCAL/PHYSICAL

Characters

John and Terri are a married farm couple in their mid-forties.

Tom is John and Terri's youngest child. He is a senior in high school.

Situation

The bank is threatening to foreclose on John and Terri's farm. Even though Terri is a good manager, it's reached the point where she can't meet household expenses. Tom wants to go to college next year.

Action

Tom is asking his parents about college next year.

Scripts

JOHN:

You have always prided yourself on the successful operation of your farm. You expanded at least once every five years since you first bought the farm; unfortunately, you nearly doubled the land in the late 70s, and were stuck with high interest rates and, therefore, a large payment. You have no idea what you will do when the farm's gone. Terri just doesn't seem to understand your situation; she wants you to get on with your life, but the farm is your life. Tom has never really cared about the farm (that hurt), and now wants to go to college and as he says, "get a real job." You're worried about where you'll get the money for seed, let alone college tuition. You need Tom around the farm so you don't have to hire help.

TERRI:

The last two years have been terribly difficult for you. You've been trying hard to keep the family afloat, both physically and emotionally. You are worried that both you and John are too old to find other jobs--and that about all you can do are minimum wage type things. You try not to let John or Tom see your concerns, but lately it's been increasingly difficult to disguise your fears. You want Tom to be able to go to college, but you don't see how you can possibly afford it. You have been avoiding your friends lately because you feel embarrassed about never having any new clothes, or money to do anything, or much to talk about. You're tired of keeping up a brave front. You feel trapped.

TOM:

You never wanted to be a farmer, but you've always helped your father. You know how much work farming is and, lately, how

little the family gets back. You can't understand why your father keeps farming when there's no profit coming in. You want to go to college and it's always been understood that you'll go. Now, you feel your parents are avoiding the subject. Your mom doesn't want you talking to dad about college because "it's not a good time."

INTAKE AND RECRUITMENT MATERIALS

SAMPLE RECRUITMENT LETTER

Dear Farmer:

The current farm crisis may or may not be threatening the economic survival of your farm operation. Because, in these difficult times, so many of us **will** be adversely affected, a Rural Career Assistance Program is being set up for all interested farmers or former farmers.

The Rural Career Assistance Program (RCAP) is designed to provide support and information as you make decisions regarding your career. Decision making, job hunting, alternatives within farming, resume writing, job training and dealing with stress are some of the topics covered in the program.

Whether you are just thinkings about a change or feel you're being pushed into one, the RCAP can help by providing **you** with the tools **you** need to reach a decision and take any action that's needed to make that decision a reality.

Contact
or at
to find out more about this free program. They'll be glad to answer your questions.

Sincerely,

PLANNING A RURAL CAREER ASSISTANCE PROGRAM: BRAINSTORMING WORKSHEET

1. List the organizations, agencies, and institutions that should be involved in developing a program.

2. List the individuals who should be contacted to participate in planning and/or developing a program.

Name	Organization/Phone #

3. List the potential sources of funding for a program.

4. Identify candidate. Host organizations that are willing to house a program.

5. Define criteria to be used in recruiting/selecting program staff.

   A. Director:

   B. Counselor:

   C. Secretary:

6. Define the general areas of client service that the program will address.

   A.

   B.

   C.

   D.

   E.

7. List potential resources and ideas for promoting the program.

8. List potential client outreach/recruitment approaches and techniques that can be used in your area.

9. Other Concerns/Needs:

INTAKE QUESTIONNAIRE

This questionnaire is designed to be used at the intake session. Its purpose is two-fold: to provide demographic and personal data about the client and to guide the selection of the services to be offered.

Farmer Questionnaire

City _____ County _____

Age _____

Social Security No. _____

PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS.

Race (optional): O Asian O Black O White
O Hispanic O American Indian O Other

What was the highest grade of school you completed?

____ Eighth grade or less
____ Some high school
____ High school graduate
____ Some college (How many hours? _____ Major? _____ Minor? _____)
____ Technical or vocational school
____ College graduate (Major? _____ Minor? _____)
____ Graduate school (Major? _____ Minor? _____)

Marital status: O Single O Married O Divorced O Widowed

Veteran? ____ **Yes** ____ **No** Date of service _____

Do you own/rent where you live now? ____Own ____Rent ____Other

Besides yourself, do you have any dependents at home? ___ **Yes** ___ **No**
If **Yes**, please give the number of dependents in each age category:

____ Up to 10 years old ____ 11-16 ____ 17 years and older

Besides yourself, how many other wage earners are there in your household? ___

Are you presently the primary wage earner in your household?
____ **Yes** ____ **No**

What is your total annual household income after taxes? $_____

What portion of annual household income is derived from farming? $ _____

Is your family currently experiencing severe financial difficulties?
____ **Yes** ____**No**

Would additional non-farm income aid the family in getting through any financial stress? ____ **Yes** ____**No**

Could your family's combined non-farm income sustain the family if:

A. they remain in farming? ____ **Yes** ____ **No**
B. they leave farming? ____ **Yes** ____ **No**
C. there were no farm debt? ____ **Yes** ____ **No**

Would you say your financial situation is: **(CIRCLE ONE)**

Very Good: You live better than you have ever lived.

Good: You live the way you usually do.

Not Good: You will get by, but it will be tough.

Bad: You cannot afford the extras you used to have.

Desperate: You cannot afford basic items now.

How long have you owned your current farm? ____ years

How long have you been in farming? ____ years

Do you presently have a job outside your own farm? ____ **Yes** ____ **No**

If **Yes**, please answer the following questions:

Is the job full- or part-time? ____ Full-time ____ Part-time
is the job farming-related? ____ Yes ____ No
What is your current wage (approximately)? $ _____/HOUR
Do you have any of the following in your current job?

- O Health coverage insurance
- O A pension plan
- O A union contract
- O Other fringe benefits: Please describe _____

_____

If **No**, please answer the following questions:

Starting today, how long can you afford to be without a job outside your farm?

____ 1 - 2 months ____ 6 - 9 months
____ 2 - 4 months ____ 9 months - 1 year
____ 4 - 6 months ____ more than 1 year

How long have you been looking for other employment? _____

At what types of jobs have you looked? _____

Please write down any non-farm jobs you have held and list the job duties and employment dates for each.

1. _____
2. _____
3. _____
4. _____
5. _____

What was your wage on your last non-farm job? $ _____/HOUR

What is the lowest hourly wage you will accept? $ _____/HOUR

Have you had any formal non-farm skill training (vocational/technical school, apprenticeship classes, etc.). _____ **Yes** _____ **No** (If **Yes**, please list skills):_____

_____

_____

Have you had any on-the-job non-farm skills training: ____**Yes** ____**No** (If **Yes**, please list skills): _____

_____

_____

Please indicate how much experience you have had in each of the occupational areas listed below by using the scale provided on the right (**1**=No experience, **2**=A little experience, **3**=Some experience, and **4**=Lots of experience). If you haven't had any experience with any of these, just go ahead to the next question.

	Experience			
	None			Lots
Refrigeration/heating and air conditioning	1	2	3	4
Carpentry	1	2	3	4
Bricklaying	1	2	3	4
Welding	1	2	3	4
Electrician	1	2	3	4
Electronics	1	2	3	4
Machine repair	1	2	3	4
Auto mechanics	1	2	3	4
General industrial mechanics	1	2	3	4
Business/office operations	1	2	3	4
Heavy equipment operation	1	2	3	4
Building construction	1	2	3	4
Plumbing	1	2	3	4

Other (fill in) _____

_____

_____

What kind(s) of experience(s) did you have with these occupations?

_____

_____

_____

Are the skills you have enough to get you another job? ___**Yes** ___**No**

Can you do just about anything with the skills you have from farming? ____ **Yes** ____ **No**

Can you think of any employers locally who might need the skills you have? ____ **Yes** ____ **No**

If **Yes**, can you name them? _____

_____

_____

Would you want to do that kind of work? ____ **Yes** ____ **No**
If not, what kind of a job would you want? _____

_____

_____

Check any of the following that you need more information on:

- O Government programs
- O Food stamps
- O FHA, VA, or other mortgage information
- O Retirement planning
- O Medical counseling
- O Family counseling
- O Handling utility bills
- O Veteran's benefits
- O Social Security benefits
- O Investment counseling
- O Stress counseling
- O Legal counseling
- O Other _____

_____

Using the scale below, how interested would you be in the following, if available?

1=Not very interested 2=Somewhat interested 3=Very interested

Job skills assessment	1	2	3
Interest/aptitude self-assessment	1	2	3
Career and life planning	1	2	3
Labor market information	1	2	3
Resume writing and preparation	1	2	3
Interview preparation	1	2	3
Job and employment orientation	1	2	3
Assistance with designing job search strategies	1	2	3
Basic skills training	1	2	3
New skill training	1	2	3
Skill enhancement and upgraded skill training	1	2	3

What is the longest amount of time you would be willing to spend in a training program, given your present economic condition?

- O 1 month or less
- O 2 months or less
- O 3 months or less
- O 3 to 6 months
- O 6 to 9 months
- O more than 9 months

Do you intend to look for work in farming or a farming related occupation? ____ **Yes** ____ **No**

Do you intend to look for work in a different occupation and industry? ____ **Yes** ____ **No**

Do you have certain requirements in your mind of what you would like in a new job? ____ **Yes** ____ **No**

Are you willing to commute more than 40 miles to go to work?
____ **Yes** ____ **No**

Do you have your own car/truck transportation to get to work?
____ **Yes** ____ **No**

Would you require transportation assistance to get to work?
____ **Yes** ____ **No**

Are you willing to move to another place in your state to find work?
____ **Yes** ____ **No**

Are you willing to move out of your state to find work?
____ **Yes** ____ **No**

GET ACQUAINTED ACTIVITY

It is possible that not every RCAP participant will be known to every other RCAP participant; it is even more likely that not all participants will know each other well. A get-acquainted activity, such as the one described here, is suggested to help everyone begin to become acquainted.

1. Randomly match up participants in pairs. Prior to the meeting, count out half as many playing cards as you are expecting participants. Cut each card in half and place both halves of all cards in a box, hat, or paper sack, etc., and have participants draw them. (Or write out two sets of numbers on slips of paper and have participants draw these.)

2. Each pair member will describe him/herself to the other without mentioning job, spouse, or children. Allow 2 minutes per person (4 minutes total).

3. Ask each pair member to relate to the other something good and something little known or unique about him/herself. Allow 2 minutes per person (4 minutes total).

4. Reassemble the group and request each partner to introduce the other.

EMOTIONAL DOMAIN MATERIALS

COPING WITH LOSS

The material presented here was adapted from Elizabeth Kubler-Ross' On Death and Dying. Participants in the RCAP either have suffered a loss are are anticipating a loss.

Sometimes, just the knowledge that the feelings one has are "normal" responses to circumstances can be comforting and sustaining. Seeing how one is progressing through a difficult period in one's life can also be comforting and sustaining.

For these reasons, a figure of the stages of grief, a description of the stages, and a chart on which to mark progress are included in this handout package. It is important to stress to RCAP participants that people have entered the program at different stages, will progress through each stage at varying rates, and may go back and forth between the stages.

The figure can be used as a transparency as well as a handout while the stages of grief are being described.

STAGES OF GRIEF

First stage: Denial and Isolation

- Denial functions as a buffer after unexpected, shocking news, allows the person to collect himself/herself, and, with time, mobilize other, less radical defenses. Even after confrontation with the situation, a person will use denial from time to time.
- The more time a person is given to accept the impending situation, the less time he/she spends in denial.
- Denial is usually a temporary defense and will soon be replaced by partial acceptance.
- The denial stage is characterized by the refusal of individuals involved in the loss situation to accept loss and, frequently, to withdraw from other people.
- The person suffering the loss needs someone to talk with openly and honestly in order to work through denial and move on to anger.

Second stage: Anger

- Anger is the result of anxiety or resentment at people around the victim who have things he/she perceives are not attainable.
- Anger is displaced in all directions and projected onto the environment at times almost at random.
- Surrounding individuals often react personally to the anger and respond with increasing anger on their part which provides fuel for the fire of the loss victim.
- This stage is characterized by people looking for someone or something to blame when things are not going well.

Third stage: Bargaining

- Bargaining is an attempt to postpone the inevitable happening.
- Bargaining includes a prize offered "for good behavior," sets a self-imposed "deadline" (e.g., one more growing season), and includes a promise that the victim will not ask for more if one postponement is granted.

- Most bargains are made with God and are usually kept secret.

Fourth stage: Depression

- Depression results from a sense of loss.
- There are two kinds of depression: reactive and preparatory. Reactive depression is caused by past loss. Preparatory depression is caused by impending losses. This form of depression is usually a silent depression.

Fifth stage: Acceptance

- This stage is characterized by almost a void of feelings.
- The harder individuals struggle to avoid the inevitable and the more they try to deny it, the more difficult it will be for them to reach the stage of acceptance.
- Some individuals achieve this goal easily, with little if any help. Others require much more help and understanding to struggle through the stages.
- In the acceptance stage, victims face the fact that nothing is forever and are able to live a different quality of life with different values and enjoy what they still have.

Hope

- Throughout all stages, hope exists and keeps the victim going.
- Hope should be neither encouraged nor discouraged by those surrounding the loss victim.

Adapted from: Kubler-Ross, Elizabeth. 1972. On Death and Dying. New York: The Macmillian Company.

STAGES OF GRIEF

	Week 1	Week 2	Week 3	Week 4
ACCEPTANCE				
BARGAIN				
DEPRESSION				
ANGER				
DENIAL				
COMMENTS:				

MANAGING STRESS

A stressor is a physical, social, or psychological event or condition--including anything anticipated or imagined--that triggers a stress reaction. Stress is the way we react, both physically and emotionally, to change. A change, even a good change, i.e., marriage or the birth of a child or a new job, causes stress. Some stress is necessary for survival; in fact, the opposite of stress is death. Stress can be either positive or negative, and we need to learn to manage stress in order to remain in control and minimize negative reactions to stress.

Working under pressure can trigger either positive or negative reactions. Some individuals will display positive reactions to this stress, which include improved concentration, sharper focus, and higher performance; others will display negative reactions to this stress, which include an inability to concentrate, a lack of focus, and a diminished performance. Irritability due to frustration may also be present, and depression and tension may also result.

Frequently, negative reactions to stress cause us to be unable to relax after a challenging situation. When an individual is confronted by one challenge after another or is overwhelmed by the enormity of the situation, relaxation is often overlooked or neglected. In order to deal with stress, it first becomes necessary to identify the sources of your stress.

Take a few minutes to identify the stressors in your life. Make a list of the situations or conditions you find stressful. After identifying causes of stress in your life, identify the signs of stress in your body. Some common stress signs are headache, stomach ache, clenched teeth, tight muscles and nail biting. It is important that each of us be able to recognize the physiological signs of stress we each exhibit in order to know when to work on relaxation techniques.

Relaxation Techniques

Stress can remain positive when we take time to relax after or during a challenge. Some of us find it necessary to really work at relaxing. Often something as common as a hot bath, a walk, or listening to music are effective in reducing stress. The following are relaxation techniques that require some learning and practice, but which can be very effective in reducing stress in your life.

- o Deep Breathing. This practice is basic to most other relaxation methods. Inhale slowly and deeply through the nose and allow the lungs to breathe in as much oxygen as possible. Exhale slowly through the mouth with pursed lips. Repeat cycle 3-4 times. The best aspect of this technique is that it can be done anywhere, and at any time.

- o Mind Clearing. This practice is also basic to many other relaxation methods. Find a quiet place without distractions. Get in a comfortable position. Close your eyes and do deep breathing. Form a mental picture of a peaceful place or event. Stretch and exhale upon completion of exercise.

- o Stretching. Stretching various parts of the body can cause those muscles to relax. Below are exercises to accomplish that purpose.

  - Back stretch: from a sitting position stretch forward and rest your body on your legs, relaxing you head and neck. Hold for a minute. Press on your thighs to sit back up.

  - Neck stretch: slowly tilt your head to the right and then to the left without moving your shoulders. Do five times on each side.

  - Shoulder and arm stretch: interlace fingers and stretch arms overhead with hand palms upward. Hold for thirty seconds, relax, and repeat five times.

  - Passive back stretch: lie on the floor with legs on a chair (body will form a shape. Press your lower back onto the floor. Hold position a few minutes.

  - Upper body stretch: stand with feet apart, reach arm overhead and stretch to the side, keeping lower body steady. Hold for thirty seconds and switch sides.

- o Imagery. It is possible to feel relaxed by using your imagination, allowing the mind to run free. Visualize yourself lying on a warm, sandy beach with the sound of waves, the smell of seas air and the feel of the sun. Use your imagination to take a mental vacation of your choice whenever you need to relax.

Other Ways to Reduce Stress

A positive and healthy approach to life is the best way to insure a continuation of the same as well as to reduce the chance of developing a stress-related illness. Positive thinking is essential for a healthy life style. Positive thoughts start with

telling yourself "I can" rather than "I can't." Practice is a way to prepare for a potentially stressful situation before it occurs. Another technique is to make an alternate plan in case the plan you practiced does not work out. These steps all insure positive thinking thus reducing stress.

Probably the single most important method of handling stress is to communicate with others such as friends, family, or members of a support group. It is essential to share your experiences and

Proper nutrition, the result of eating food from the basic four food groups, is essential for good health and stress reduction. Limiting the intake of sugar, caffeine, and alcohol will also help to maintain a healthy body, and avoid artificially induced mood swings.

Exercise is also an important factor in handling stress. The immediate effects of exercise are a higher energy level, a feeling of physical relaxation, and improved sleep, all of which better equip us to handle stressful situations more positively. In addition, physically fit people, in general, are better able to avoid negative reactions to stress. A regular exercise program is an excellent stress reliever. An aerobic exercise such as running, walking, bicycling, and swimming should be planned for at least every other day. In addition, it is important to set aside sufficient leisure time for relaxation.

When a change occurs in your life that produces a negative stress, you have three ways of dealing with it. Your first option is to change the system. For example, if a milk producer finds it is too expensive to continue coming to the individual farms to pick up the raw milk for processing, he/she might arrange for several dairy farmers to get their milk to central locations for pick up by the producer. However, it is not always possible to change things. Sometimes we need to learn to cope with the new situation. This second option requires learning new attitudes, behaviors, or coping strategies. For example, it may not be possible to change the way the raw milk is picked up, so the dairy farmer may decide to phase out that portion of his livelihood and increase his efforts in corn and soybean planting, which would provide more money for him. However, if the dairy farmer does not have sufficient land for growing the crops and/or the equipment necessary to plant and harvest the crops, he/she may find that the only option is to get out of farming completely. The third option, then, is to quit doing what you have been doing in order to eliminate the stress in your life.

It is now time for each individual to develop a plan of action to deal with and/or eliminate stress in their life. The stressors in your life have been previously identified. Look at each stressor and decide if the system can be changed to eliminate the cause of stress. If not possible, can you develop coping strategies to deal with the situation? When neither of these two options is available to you, it becomes necessary to implement the third option: quit or get out of the stressful situation.

STRESS MANAGEMENT OVERVIEW

In addition to the loss or impending loss of the farm, RCAP participants may be experiencing stress from many other sources: a friend or relative may die, a spouse may begin working outside the home, a family member may become ill, and a child may leave home. The normal stresses of life don't stop just because a major crisis is occurring.

It is important to be aware of the sources of and amount of stress in our lives. The stress level list will help participants in this regard. The results from the inventory may make participants more receptive to the stress management techniques described in the stress management handout. The techniques for managing stress should be discussed and, if possible, practiced in class.

CHECK YOUR STRESS LEVEL LIST

DIRECTIONS: Please circle the numbers to the left of each life event that you have experienced within the past year.

	Life Event	Mean Value
1.	Death of spouse	100
2.	Breakup of a relationship (divorce)	73
3.	Marital separation or estrangment	65
4.	Jail term	63
5.	Death of close family member	63
6.	Personal injury or illness	53
7.	Marriage or beginning a committed relationship	50
8.	Loss of work	47
9.	Marital or relational reconciliation	45
10.	Retirement	45
11.	Change in health of family member	44
12.	Pregnancy	40
13.	Sexual difficulties	39
14.	Gain of new family member	39
15.	Business readjustment	39
16.	Change in financial state	38
17.	Death of close friend	37
18.	Change to different line of work	36
19.	Change in number of arguments with spouse	35
20.	Debt over $10,000	31
21.	Foreclosure on mortgage or loan	30
22.	Change in responsibilities at work	29
23.	Son or daughter leaving home	29
24.	Trouble with in-laws	29
25.	Outstanding personal achievement	28
26.	Spouse begins or stops work	26
27.	Begin or end school	26
28.	Change in living conditions	25
29.	Revision of personnel	24
30.	Trouble with boss	23
31.	Change in work hours or conditions	20
32.	Change in residence	20
33.	Change in schools	20
34.	Change in recreation	19
35.	Change in church activities	19
36.	Change in social activities	18
37.	Debt or loan less than $10,000	17
38.	Change in sleeping habits	16
39.	Change in number of family get-togethers	14
40.	Change in eating habits	13
41.	Vacation	13
42.	Major holiday such as Christmas or Hannukah	12
43.	Minor violations of the law	11

According to Dr. Thomas Holmes, most people can take only so much stress in any one year before they become seriously depressed or are struck down by a physical illness. What's more, these stresses need not be caused by situations that we would ordinarily call "bad." Any kind of change in our lives, even a "good" one--can take its toll. According to Dr. Holmes, if a person's point total adds up to 300 a year, he or she is at a danger mark.

Adapted from research by Dr. Thomas Holmes

CAREER DOMAIN MATERIALS

WHY IDENTIFY WORK VALUES?

Individuals seek more than just money from their jobs: they seek satisfaction. Different jobs can provide different kinds of satisfaction. When searching for a job, it is important to match up not just skills but also values that bring about this sense of satisfaction.

Participants should first rate each value as being not important at all, not very important, reasonably important, or very important. After rating all the values, those rated as a "4" should be ranked in order from most important to least important; those rated as a "1" should be ranked in order from least important to most important. Participants will then be in a better position to select jobs that will allow them satisfaction.

IDENTIFY WORK VALUES

The following is a list of satisfactions that people obtain from their jobs. Look at these various satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

1 = Not important at all
2 = Not very important
3 = Reasonably important
4 = Very important in my choice of career

_____ Do something to contribute to the betterment of the world in which I live.

_____ Be involved in helping other people in a direct way, either individually or in small groups.

_____ Have a lot of day-to-day contact with people.

_____ Have close working relationships with a group; work as a team toward common goals.

_____ Be recognized as a member of a particular organization.

_____ Develop close personal relationships with people as a result of my work activities.

_____ Engage in activities which pit my abilities against others where there are clear win-and-lose outcomes.

_____ Have the power to decide courses of action, policies, etc.

_____ Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.

_____ Control the work activities or (partially) the destinies of other people.

_____ Be in a position to change attitudes or opinions of other people.

_____ Do projects by myself, without any significant amount of contact with others.

_____ Engage myself in the pursuit of knowledge, truth and understanding.

_____ Be regarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field.

_____ Have others look to me for direction.

_____ Engage in creative work in any of several art forms.

_____ Create new ideas, programs, organizational structures of anything else not following a format previously developed by others.

_____ Be involved in studying or appreciating the beauty of things, ideas, etc.

_____ Have a job in which I am directly responsible for the work done by others.

_____ Have work responsibilities which frequently change in their content and setting.

_____ Work in situations where there is very little tolerance for error.

_____ Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

_____ Be assured of keeping my job and a reasonable financial reward.

_____ Work in circumstances where there is a high pace of activity, work must be done rapidly.

_____ Be recognized for the quality of my work in some visible or public way.

_____ Experience a high degree of (or frequent) excitement in the course of my work.

_____ Have work duties which involve frequent risk-taking.

_____ Have a strong likelihood of accumulating large amounts of money or other material gain.

_____ Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

_____ Feel that my work is contributing significantly to a set of moral standards which I feel are very important.

_____ Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.

_____ Live in a town or city where I can get involved in community affairs.

_____ Have a job that makes physical demands which I would find rewarding

_____ Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.

After rating all values, rank all assigned #4 from most important to least important. Then rank all values that you rated as #1 from least important to most important.

These two lists will help you realize which values are most important to you in a job and those which you have no need or desire to incorporate in a postion.

WORK VALUES RATINGS SHEET

Values that are very important in my choice of career:

Most important _____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

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_____

_____

_____

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_____

_____

_____

_____

Least Important _____

Values that are not important at all in my choice of career:

Least important _____

_____

_____

_____

_____

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_____

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_____

_____

_____

_____

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_____

Most important _____

DETERMINING GOALS AND SETTING PRIORITIES

Knowing how to set goals and determine priorities is a valuable tool that RCAP participants can use in their decision-making process.

The first part of this section on goals and priorities is an anecdotal newspaper article that can be used to show how we are all capable of drifting through life. We reach a destination eventually, but perhaps not one we really want.

The second piece discusses setting goals, long- and short-term, and provides worksheets on which participants can list their family and professional goals. The third part discusses setting priorities.

Down the Cowpath of Life...Micro Decisions Influence Direction

By Darrell Sifford
Taken from the Omaha World Herald, 2/28/84

Thousands of years ago, a calf strayed from the herd and became lost. It took a nap, munched some grass, meandered across the countryside and, eventually, caught up with the herd.

Later on, a rabbit, out for a leisurely stroll, followed the path of beaten-down grass left by the calf, because it seemed much easier than hopping through the underbrush. A fox, hot on the rabbit's scent, trekked down the same path.

Then much later Indians found the trail and followed it from one valley to the next. Pioneers came along and thought: "Hey, those Indians are no dummies. They know the best trails--so we'll follow them." When the settlers eventually came, they automatically used the trail, which by then was well defined.

In the years that followed, the trail became a road and, after towns and then cities developed, the road became a superhighway.

Somebody asked: "Why in the world would anybody build a superhighway in this location?" And the answer was: "Gee, we don't know."

GIRL NEXT DOOR

That story, related by psychiatrist Alan L. Summers, offers insight into how so many of us lead our lives--by following "a cowpath set of directions . . . What happens at the moment sets us off on a new direction. There's no thought to it, and it's not the shortest line between two points."

Summers, who has a private practice in Wyncote, PA, and who is chief of psychiatry at the Penage Valley Community Mental Health Center, said that, for the most part, "We go to college and take a course suggested by our father or uncle. We marry the girl next door and have 2.3 children - because that's what is expected. And then we raise our kids to follow us."

The choices that shape our lives, he said, so often are made "while we're on automatic pilot."

`PYRAMID PROCESS'

The key to winning life is to make the proper choices, and it's possible for all of us to move in that direction if we understand what Summers called the "pyramid process" of decision making

and how the little decisions at the base of the pyramid ultimately influence the big decisions at the top. Here is what the pyramid looks like:

- Major decisions. These are at the top, and there are no more than a dozen of them in a lifetime--choices around career, marriage and family.

- Minor decisions. Perhaps 100 minor decisions set us up for the major decisions--which school to attend, what to pursue as a course of study, which friends to have, whether to accept a blind date or not.

- Tertiary decisions. These influence the minor decisions, and there are at least a thousand of them. Should you join a fraternity? Go to a party or stay in your room and study? Experiment with drugs? Set the alarm 10 minutes early to get to an appointment on time--or sleep late? Spend your extra money on business clothes--or throw a party?

- Micro decisions. These form the base of the pyramid, perhaps a hundred thousand in number, and they "establish the tone of the day and ultimately the tone of your life. They set up the vibes. They are the background music of your life, what people call your style."

Some of the micro decisions: Do you have a soiled necktie cleaned--or do you wear it soiled? Do you take an extra five minutes to shine your shoes? In watching TV, do you "put your mind on numb" by watching a situation comedy--or do you tune to an educational program?

Do you stop for gas now or do you hurry home because you're hungry--and then arrive late for work tomorrow because you had to stop for gas?

In every one of these micro decisions, said Summers, "style is being set" and awareness of the importance of these decisions is critical in producing life's winners.

Ah, yes, said Summers, life's winners. It's a pity that there are so few of them, perhaps no more than 10 percent of the population.

BASED IN REALITY

A winner "makes choices and goes forward. He takes risks...and considers what can be gained as opposed to what may be lost. He is confident that things can work in his favor," and even if the bottom falls out, he knows that "corrective action can be taken and that he can profit by learning from failure. He doesn't carry excessive guilt. He's reality based, doesn't engage

in wishful thinking. He sees life as a series of experiments to tried."

And then, said Summers, there is the loser. "He drops out of a relationship when he should tough it out. Emotional issues get in his way, and sometimes he stands on pride. He's in the wrong place at the wrong time, and his experience is that life doesn't really work for him."

He is prone to wide swings--from a defensive posture to blatant over-risking. He's the guy who'll head on a whim to the casinos and blow his whole paycheck. How prevalent is the true-blue loser? Well, he forms about 10 percent of the population, too.

Most people - about 80 percent, in Summers' opinion - fall into the category of non-winner. The non-winner "looks like us. He wears a gray flannel suit, has two or three kids, is middle-income, straight and steady. He neither wins nor loses. He plays the game to survive, and he sets up choices in a way that can't produce success because he doesn't believe that he can be successful. He doesn't lay it on the line. He's conventional, plays by imagined rules...and his goal is not to win but to keep from losing. He's caught up in the little things, and he leads a cowpath kind of life."

How can a non-winner or a loser become a winner?

By starting at the pyramid's base and examining the daily micro decisions, said Summers, and making thoughtful decisions that ultimately will impact in a positive way on the bigger decisions.

What it comes down to is submitting to a philosophical X-ray. "Do you trust or not--trust yourself, others, life? Does life work or not work for you? Are you conscious of which choices you make and why you make them? Do you make choices out of a trusting position--or non-trusting?

Winners are trusting, said Summers, and people who want to become winners must climb from the trap of negativism. "The first step is being aware of how you are and where your mindset comes from."

"The problem is not that your kid smokes dope or that your spouse runs around on you," he said. "The problem is that you're a non-assertive person who takes what other people dish out. If you look around, you see that your friends are just like you - because you seek out people like yourself."

Is it easy to change? No, said Summers, change never is easy, but it's possible. "As somebody once said: Life is not for amateurs."

Goals and Priorities

Goal setting can be a powerful, positive tool in your life. By spending some time initially to determine what you want and to plan how to achieve what you want, you can save time and effort in the long run.

Goals can be either short-term or long-term. As much as possible, a person's short-term goals should directly support his/her long-term goals. For example, a long-term goal may be attaining a master's degree in business. Short-term goals that would support this long-term goal would be something such as deciding to take 5 hours of coursework at a university every quarter.

Long-term and short-term goals are written as action statements and usually contain a time deadline. Care must be taken that goals are attainable. For example, "To complete a master's degree in 2 years" is a long-term goal. "To take 5 hours of coursework next quarter" is a short-term goal. Both goal statements say <u>what</u> will be done and <u>when</u>. The difference between the two is the <u>length</u> of time.

You may have professional, family, and personal goals. It is not unusual for goals, especially from different areas, to conflict. For example, you may really want to get that master's degree, but going to school may be in conflict with spending time with children and/or spouse. When such conflicts occur, priorities must be set and ways to minimize the conflict frequently can be found.

Long-Term Goals

for Family Living

Please complete this section without discussing it with your spouse or other members of the family. Then, after you have completed writing your goal statements, share them with those whom they affect and let them help you develop goals that represent your collective best judgment. Long-term goals can specify a year by which they are to be achieved or can specify a stage of life or a qualitative aspect of life that you wish to attain over a period of years. In whatever form they take, goals must be <u>believable</u> if they are to be really useful.

Over the next 5 to 10 years, what do you think will be your most important goal for your family living? Record it on these lines.

____ _____

_____

_____

What is your second most important goal for family living during the next 5 to 10 years?

____ _____

_____

_____

Several goals that may be important to family living are listed here. Place a check mark to the <u>right</u> of each one that you feel is important with respect to your own family situation, and <u>is not</u> a goal that you already have written down. If you have other important goals that don't appear in either place, add them to the lines on the next page:

____	To pass on the farm as an operating unit that can be retained and operated by the next generation	____
____	To maintain a level of living similar to that achieved by friends who live in towns or cities	____
____	To take at least one vacation per year in which we travel to _____ where we can enjoy ourselves for a period of _____	____
____	To provide donations of money, goods, or time and effort in support of our church or other organization(s)	____
____	To support participation by family members in continuing education opportunities or degree programs in colleges	____
____	To provide ____ percent of the costs of higher education for ____ members of the family	____
____	To reduce outstanding consumer debt to ____ percent of its present level	____
____	To buy a new automobile (or a good used automobile) every ____ years	____
____	To provide for an adequate level of retirement income starting in 19____ by _____	____

___ To improve the energy efficiency of our home by adding insulation, weatherstripping, or a better heating system ___

___ To support family members to work toward better physical appearance and health by exercise and good diet ___

___ _____ ___

_____

_____

___ _____ ___

_____

_____

Now go back over all the goals you have identified thus far--the ones you wrote down and the ones you marked with a check at the right side of the goal statement. Assign ranking numbers to them by putting the rankings in the blanks at the left margin.

When you have completed and ranked your long-term goal statements, discuss them with your spouse or family.

Short-Term Goals

for Family Living

Short-term goals for family living identify the aspects of family life that you hope to achieve within the next one or two years. Remember that short-term goals for family living contain a measurable dimension to be used in determining whether you have attained each goal. As you did before, start this goal identification process by working individually. After you have completed it, you can share and discuss your goals with your spouse or other family members.

Be certain that your short-term goals are statements of things that are actually possible to attain. Short-term goals that <u>are</u> <u>not</u> attainable usually are sources of great frustration.

When you have finished writing down your short-term goals, determine if they are supportive of, or at least compatible with, your long-term goals.

Over the next 1 to 2 years, what do you think will be your most important goal for family living?

____ _____

_____

_____

What is your second most important goal for family living during the next 1 to 2 years?

____ _____

_____

_____

Several statements that may be important short-term family living goals are listed below. Place a check mark to the <u>right</u> of each one that you feel is important for your family, and <u>is not</u> one that you already have written down. Other important goals that aren't listed can be added on the lines on the next page:

____ To fully insulate our home so it will be more comfortable and utility expense will be decreased ____

____ To reduce debt from family consumption expense by at least $_____ per year in each of the next two years ____

____ To pay at least $_____ of the cost of attending the college or university for ____ members of the family ____

____ To provide financial or other support for our church and/or other organizations ____

____ To pay for orthodontic work needed by ____ member(s) of the family

____ To reduce household operating expense by ____ percent per year in each of the next 2 years ____

____ To ensure that every family member has a "personal allowance" (a specified amount of money for each time period), none of which needs to be accounted for to anyone else ____

____ To provide a means of handling non-business, irregular, and emergency expenses such as maintenance items, repairs, payments of losses not covered by insurance, memberships in organizations, gifts, clothing, etc. ____

___ To become involved in at least one significant community activity that is important to my or my family's goals, health, values, or well-being ___

___ _____ ___

_____

_____

___ _____ ___

_____

_____

Now go back over all the goals you have identified thus far--the ones you wrote down and ones you marked with a check at the right side of the goal statement. Rank them in the same manner as previously by placing numbers in the blanks at the left margin. Remember that the goal you rank with the number "1" should be the one that you think is most important or urgent.

When you have completed and ranked your short-term goals for family living, discuss them with your spouse and/or other family members. The next step is to set goals for your professional life.

Long-Term Goals

for Your Professional Life

Please complete this section without discussing it with your spouse or other members of the family. Then, when the goal statements are completed, they can be shared, and goals developed that represent the best judgment of those involved in the discussion. Long-term goals can specify a year by which they are to be achieved or can specify a stage or a qualitative aspect of your professional career that you wish to attain over a period of years. In whatever form they take, they must be <u>believable</u> if they are to be really useful.

Use the attached sheets to write down your long-term goals for your professional life.

Rank Order	Long-Term Goals
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Short-Term Goals

for Your Professional Life

Short-term goals for your professional life identify the aspects of family life that you hope to achieve within the next one or two years. Remember that short-term goals contain a measurable dimension to be used in determining whether you have attained each goal. As you did before, start this goal identification process by working individually. After each person has completed it, you can share and discuss your goals with your spouse or other family members.

Be certain that your short-term goals are statements of things that are actually possible to attain. Short-term goals that are not attainable usually are sources of great frustration.

Use the attached sheets to write down your short-term goals for your professional life. When you have finished writing down your shot-term goals, determine if they are supportive of, or at least compatible with, your long-term goals.

Rank Order	Short-Term Goals
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Priority Setting

You have now identified short- and long-term goals for your family life and professional life. It is now time to set priorities. You will undoubtedly find conflicts between your goals, perhaps due to lack of time, energy, or financial/material resources. Because your professional life affects your personal life and vice versa, these conflicts must be resolved. Ask yourself the following questions:

- Which goals are most important for family well-being?
- Which goals are most important for your professional life?
- Which short-term goals, if attained, would contribute to the attainment of long-term goals?
- Which short-term goals conflict with, or impede, attainment of long-term goals?
- Which goals are so important or urgent that they should be attained even when doing so will prevent you from attaining other goals?

Priority setting will help you identify the most important and urgent of your goals for farming and for family life. Keep in mind that giving high priority to a goal does not mean that you will ignore all other goals. It usually means than when you allocate time, money, and other available resources to activities and enterprises, you give preference to the ones that directly support attainment of your high priority goals.

As you start to set priorities, keep in mind that there are no "right" or "wrong" answers to priority questions. The answers (and the priorities) you need are the ones that you believe in and will use to guide your management.

When goals conflict, which is not unusual, your priorities will determine which goals will come first as you carry on family life and work activities. (Or, your priority may be to limit one goal so that you can have enough time, labor, or money to attain other goals.)

Once you have ranked your priorities, examine how they fit in with your current life. What will have to change to allow you to implement your selected goals?

IDENTIFY JOB INTERESTS

This inventory is designed to help job seekers determine the general occupational field in which they have the greatest interest. This is a good way to begin discussing career goals and job search techniques.

JOB INTERESTS

Directions: Assume you can do all the tasks described below. From each group, circle the ONE that you think you would enjoy doing most.

1.	B	Use the telephone to order supplies.
	F	Counsel other people over the telephone.
	A/E	Hook up a telephone.
	D	Use the telephone to sell supplies.
	I	Repair a downed telephone line.
	J	Determine the best location for new telephone lines.
2.	B	Balance my checkbook.
	G	Plan a family trip.
	E	Determine the appropriate lighting for a photograph.
	J	Inspect houseplants or field crops for insect damage.
	A	Repair a broken toaster.
	D	Write a newspaper ad to sell an old mower.
	I	Drive the family on a vacation.
3.	J	Work basically on my own by myself.
	B	Work on a schedule that is consistent.
	I/A	Work varying shifts or hours.
	H	Work on a basic schedule, but when necessary, work as needed.
	C/G	Work the hours that are required to "get the job done" knowing some days will be long, some will be short.
4.	C	Work outside in all kinds of weather.
	A/E	Work inside the shop, essentially in one room.
	D	Spend most of the time in a vehicle, traveling from place to place.
	B	Work in an office environment.
	F/I	Work inside, in contact with a lot of different people.
5.	C	Build a restaurant.
	B	Determine the operational costs of the restaurant.
	A	Build the machinery needed for the restaurant.
	H	Work as a host/hostess in the restaurant.
	I	Issue the vending licenses for the restaurant.
	G	Work in the kitchen of the restaurant.
	D	Deliver supplies to the kitchen of the restaurant.

6.	D	Operate a piece of heavy equipment which requires only a moderate amount of physical labor.
	A	Work mainly with hands and fingers, doing precise, detailed work.
	H/G	Perform work that includes a lot of contact with other people.
	B	Do work involving numbers and figuring.
	E	Perform work that uses little or no physical involvement.
	C	Do physical labor--mostly lifting, carrying and hoisting.
7.	C	Work climbing, squatting, and maneuvering around obstacles, sometimes in cramped, awkward positions.
	A	Work mostly in one spot, standing all day.
	B	Work mostly in one spot, sitting all day.
	I	Work involving driving others where they need to go.
	J/F	Work requiring a lot of walking and moving around, but not strenuous.
	D	Work involving many hours on the road traveling.
8.	C	Inspect a building under construction to make sure it meets code.
	F	Inspect the construction site for possible safety hazards.
	A	Manufacture panels for installation in the new building.
	H	Plan for the maintenance and upkeep of the building.
	E	Develop a brochure for marketing the building.
	D	Make arrangements for timely delivery of construction materials.
	J	Plan for proper waste disposal from the new building.
9.	B	Write a letter to a potential business contact.
	D	Deliver a package to the intended recipient.
	I	Sort mail according to size and destination.
	C	Design and build a new mailbox.
	G	Show a potential business owner around the area.
	E	Communicate with another person by computer.
	H	Help another person write a letter.
10.	C	Build a picnic table.
	F	Nurse a sick animal.
	H	Shampoo the carpet.
	D	Comparison shop for a picnic table.
	G	Guide visitors through the farm.
	B	Compare insurance rates for the family coverage.
	J	Determine the safe level of chemicals in drinking water.

11. B Schedule appointments for a doctor's office.
F Clean and take care of a child's scraped knee.
A Cut lengths of gauze and package it for medical use.
C Install a new electrical system in the doctor's office.
D Survey the neighborhood to see what medical services they need.
J Provide for the proper disposal of trash from the doctor's office.
E Summarize a report on a new surgical procedure.

12. A Work in a factory on an assembly line.
F/J Work in a laboratory testing chemicals.
B Work in an office using a typewriter.
H Work in a hotel at a registration desk.
I Work in a community center talking to juveniles.
G Work in an office making travel arrangements.

13. C Do detail solder work on computer units.
F Test secretaries for eye strain from computer terminal use.
A Inspect a computer for flaws.
I Keep computerized files on prisoners in a jail.
G Use a computer to find the least expensive air fare for a trip.
J Use a computer program to monitor air emissions from a smokestack.
H Teach others to use a computer.

14. G Organize groups of youngsters in a softball tournament.
D Sell baseball equipment.
E Write a column on a youth softball tournament.
I Drive a busload of softball players to a tournament.
J Determine the best location in a town for a softball field.
F Provide emergency first aid to any injured softball players.
H Be responsible for cleaning the softball team's uniforms.

15. E Work as an operator at a switchboard.
H Work as a barber/hairdresser in a shop.
J Process reports on land use.
F Work as an orderly in a hospital.
A Work as a cutter in a meat processing plant.
I Drive an ambulance.
G Work as a manager at a resident camp.

16. D Deal with wholesalers to purchase clothing for a department store.
H Work as a sales clerk in a department store's clothing department.
C Drive a forklift in the warehouse of a wholesale business.
F Work in the pharmacy department of a department store.
J Determine the suitability of a vacant lot for a department store.
G. Work in the travel service department of a department store.
E Work on a promotional campaign for the department store.

17. B Add numbers on an adding machine.
H Work the register in a grocery store.
C Drive a backhoe in a construction site.
E Work with a sound mixer.
I Pilot a barge on the lake.
A Work with large machinery to stamp items.
J Work with sensitive measuring instruments.

18. A Take a course in mechanical drawing.
G Take a course in human relations.
B Take a course in income tax preparation.
F Take a course in CPR.
D Take a course in management theory.
C Take a course in electrical engineering.
E Take a course in satellite technology.

19. F Sell prescription medicines to hospitals.
B Sell office supplies.
J Sell pollution control systems.
G Sell vacation packages.
I Sell playground equipment.
E Sell laser equipment.
H Sell food.

20. E Read a report off a news "wire".
G Read about foreign countries.
H Read about home-based businesses.
C Read a blueprint.
F Read about a new medicine.
D Read a marketing report.
I Read a report comparing rail versus water transportation.

To Score: Count the number of times you checked each letter and record the number here.

_____ A - Manufacturing	_____ F - Health
_____ B - Business & Office	_____ G - Hospitality/ Recreation
_____ C - Construction	_____ H - Personal Service
_____ D - Marketing & Distribution	_____ I - Public Services/Transportation
_____ E - Communications/Media	_____ J - Environment

Adapted from **Vocational Home Economics Resource Guide for Displaced Homemaker Programs,** 1980 Ohio Department of Education and **Preparing for a New Job: Identify Your Best Skills,** Bill Ashley, The National Center for Research in Vocational Education, 1985.

The Ohio Cooperative Extension Service
Community and Natural Resource Development
The Ohio State University
RE:FIT

FACILITATOR'S GUIDE
to the
DISCOVERY MODULE

After the individual(s) have completed the inventory checklist, you will need to work through the form to help them discover what their answers mean.

Some terms to understand:

CLUSTER: a grouping of occupations/jobs utilizing similar tasks

TASKS: jobs or chores that require the use of a sequence of skills

SKILLS: the ability to perform a specific motor function in a specific situation

TRANSFERRABLE SKILLS: those skills that apply from one task to another and from one occupation to another

A. Total the first two columns (LIKE TO DO and DO BUT DON'T CARE TO DO) under each of the ten sections.

B. Go through the form and label each section according to the United States Office of Education occupational cluster. They are:

SECTION A: Business and Office
accounting, computers, secretarial science, management personnel, finance/insurance/real estate, office (clerical)

SECTION B: Communications and Media
journalism, motion pictures, telephone and telegraph, recording industry, radio and television broadcasting, satellite and laser transmission

SECTION C: Health
mental health and mental health services, medical services and professions, dentistry, general hospital and medical related occupations, medical emergency services, administration of health services, personal and community health services

SECTION D: Hospitality and Recreation
commercial and non-commercial travel bureaus and agencies, transportation, public, industrial and private recreation

SECTION E: Manufacturing
management, science, engineering machine trade occupations, processing occupations

SECTION F: Marketing and Distribution
marketing management, marketing research and analysis, purchasing, selling, physical distribution

SECTION G: Personal Services
domestic service, lodging and related service occupations, barbering/cosmetology/related services, dry-cleaning/laundry/apparel services, stewards/attendants/hosts/misc. personal services, domestic animal care, food & beverage preparation and services

SECTION H: Public Services/Transportation
post office, public transportation, social services/rehabilitation/correction, parks and recreation, highway transport, rail transport, pipeline transport, water transport

SECTION I: Environment
pollution prevention/control, disease prevention, environmental planning, resource control

SECTION J: Construction
structural work occupations, equipment operators, engineering and support occupations

This list does not include Agri-business and Natural Resources which include research, forestry, land and water management, fisheries and wildlife, mining and quarrying, petroleum and related products, productive agriculture

C. Add the totals (A and B) and put the total on line C. This figure illustrates some of the transferrable skills from farming under each of the clusters.

D. Subtract B ("DO BUT DON'T CARE TO DO") from A ("LIKE TO DO") and put that figure in blank D. This figure is a start at identifying interest areas. Note that 9 is the highest possible score under the total. A nine in blank C would denote high transferability of skills and a high number in blank D would illustrate interest in that occupational cluster.

E. Discuss the high number of skills farm family members have developed. You may wish to refer to the DACUM chart illustrating tasks associated with farming on the next page.

F. What interests does each individual have? You should return to the discussion guide at this point.

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DISCOVERY MODULE

As you go through this list, check one of the three columns for each of the items listed. You have a choice of three columns: LIKE TO DO for tasks and chores you enjoy, DO BUT DON'T CARE TO DO for those tasks you would rather not spend time doing, and DON'T DO THIS for those things you never do or seldom do. Don't worry about the total lines right now.

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION A			
1. I have developed projected budgets for my farm operation(s).	____	____	____
2. I balance my farm checkbook at least monthly.	____	____	____
3. I compute unit costs of production and compile annual production records.	____	____	____
4. I use a computer for record keeping.	____	____	____
5. I prepare and file federal and state taxes.	____	____	____
6. I complete cash-flow, profit & loss statements, and/or balance sheets.	____	____	____
7. I calculate and analyze financial ratios (debt-asset, net equity, current ratio).	____	____	____
8. I maintain depreciation schedules.	____	____	____
9. I organize and analyze maintenance records on machinery, equipment, and facilities.	____	____	____
TOTAL:	A _____	B _____	
	C _____	D _____	

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION B			
1. I give clear, precise instructions for others in performing tasks.	____	____	____
2. I train and motivate others in performing specific tasks.	____	____	____
3. I write business letters as appropriate for my farming operation.	____	____	____
4. I execute written agreements (contracts) and establish terms.	____	____	____
5. I develop strategies for marketing crops, livestock, machinery and real estate.	____	____	____
6. I advertise farm items for sale, lease or purchase.	____	____	____
7. I follow and/or chart market reports.	____	____	____
8. I share ideas and decisions with the family.	____	____	____
9. I repair broken radios, televisions, or other electronic entertainment equipment.	____	____	____
TOTAL	A _____	B _____	
	C _____	D _____	

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION C			
1. I provide facilities and care for animal comfort.	____	____	____
2. I vaccinate animals/give animals shots.	____	____	____
3. I treat sick animals myself.	____	____	____
4. I perform routine first aid on myself and others.	____	____	____
5. I assist in delivering newborn animals.	____	____	____
6. I consult with the veterinarian on a regular basis.	____	____	____
7. I treat cows for mastitis.	____	____	____
8. I castrate boar pigs/bull calves.	____	____	____
9. I dock and castrate lambs.	____	____	____

TOTAL A _____ B _____

C _____ D _____

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION D			
1. I maintain a good rapport with business associates, public officials, county extension agents, landlords, etc.	____	____	____
2. I plan leisure time around the interests of my family.	____	____	____
3. I have developed an estate plan or written a will.	____	____	____
4. I determine facility and equipment needs.	____	____	____
5. I analyze potential enterprises for profitability.	____	____	____
6. I work to portray a positive business image in my community and with my business associates.	____	____	____
7. I do landscaping around my home.	____	____	____
8. I plan trips and extended vacations with my family.	____	____	____
9. I prepare building sites including excavation, drainage installation, leveling, etc.	____	____	____

TOTAL A _____ B _____

C _____ D _____

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION E			
1. I normally do heavy lifting in my work.	____	____	____
2. I modify farm equipment to fit specific need.	____	____	____
3. I perform engine overhauls.	____	____	____
4. I repair and mount tires.	____	____	____
5. I use and maintain safety equipment.	____	____	____
6. I calculate herbicide/pesticide rates and application methods.	____	____	____
7. I plan for disposal of animal and pesticide wastes.	____	____	____
8. I design and build equipment.	____	____	____
9. I organize and main the farm shop.	____	____	____

TOTAL A _____ B _____

C _____ D _____

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION F			
1. I calculate production costs.	____	____	____
2. I determine a minimum acceptable profit margin.	____	____	____
3. I shop for best market locations and prices.	____	____	____
4. I assess the best value for purchased items.	____	____	____
5. I negotiate for best prices on variable cost items (e.g., seeds, feed, fuel, pesticides, etc.).	____	____	____
6. I determine transportation items and costs of alternative methods of delivery.	____	____	____
7. I take early delivery and store inputs for the farm operation.	____	____	____
8. I plan different marketing instruments such as cash sale, basis contract, options, D.P., hedging, etc.	____	____	____
9. I negotiate for custom services.	____	____	____

TOTAL A _____ B _____

C _____ D _____

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION G			
1. I often prepare meals for farm workers.	____	____	____
2. I maintain a clean work environment.	____	____	____
3. I paint and maintain equipment on a regular schedule.	____	____	____
4. I am responsible for the care and maintenance of small animals (pets).	____	____	____
5. I often prepare meals for guests in my home.	____	____	____
6. I do weekly house cleaning.	____	____	____
7. I normally do laundry and ironing for my family.	____	____	____
8. I do routine carpentry repairs to my home and farm buildings.	____	____	____
9. I do basic plumbing and electrical repairs in my home and farm buildings.	____	____	____

TOTAL A _____ B _____

C _____ D _____

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION H			
1. I transport farm products to local or regional markets.	____	____	____
2. I operate large field equipment (e.g., combines, bulldozers, backhoes, wagons, tractor, etc.).	____	____	____
3. I organize groups for recreational programs and activities.	____	____	____
4. I select the method of transporting crops or products for storage or disposal.	____	____	____
5. I have a current driver's license.	____	____	____
6. I normally keep files in alphabetical or numerical order.	____	____	____
7. I calibrate farm equipment.	____	____	____
8. I clean, grease and store equipment on a schedule.	____	____	____
9. I arrange for my products to be shipped by rail, water, or air.	____	____	____

TOTAL A _____ B _____

C _____ D _____

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION I			
1. I install drainage tile on my property.	____	____	____
2. I maintain water quality on my farm (e.g., manure lagoons).	____	____	____
3. I clean and maintain drainage ditches and fencerows.	____	____	____
4. I analyze results of soil tests.	____	____	____
5. I evaluate soil conditions to minimize compaction.	____	____	____
6. I practice timber stand improvements on my woodlot.	____	____	____
7. I monitor chemical application to avoid contamination of the environment.	____	____	____
8. I develop sufficient water supplies for my farm operation.	____	____	____
9. I maintain credentials/have a pesticide operators license for the purchase/application of farm chemicals.	____	____	____

TOTAL A _____ B _____

C _____ D _____

	LIKE TO DO	DO BUT DON'T CARE TO DO	DON'T DO THIS
SECTION J			
1. I build foundations, footers, and floors.	____	____	____
2. I insulate the home and farm buildings.	____	____	____
3. I apply siding and roofing to farm structures.	____	____	____
4. I compute building costs before undertaking a construction project.	____	____	____
5. I comply with zoning and business code regulations.	____	____	____
6. I paint my farm facilities.	____	____	____
7. I improve and maintain the appearance of my property.	____	____	____
8. I routinely use hand and power tools in my work.	____	____	____
9. I customize the interiors of my farm buildings and home.	____	____	____

TOTAL A _____ B _____

C _____ D _____

This instrument was developed by the Ohio Cooperative Extension Service using data collected for OCES by a DACUM process conducted by the National Center for Research in Vocational Education, The Ohio State University, March 19-20, 1986. The categories used are the Department of Education's occupational clusters.

Ohio Cooperative Extension Service
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RESUMES, APPLICATIONS, INTERVIEWS

Now that program participants have some idea of their values and interests as well as the type of job in which they may be interested, they are ready to learn or review how to write resumes and cover letters, fill out job applications, and interact in interviews. The information that follows should be shared and discussed with program participants. Two techniques that could be used to sharpen skills are using an overhead projector to show different styles of resumes and role playing interviews.

FUNCTIONAL RESUME

- This format highlights major areas of accomplishments and competencies/abilities and allows you to organize them in the order that most supports your work objectives and job targets.

- Dates of employment and specific jobs are de-emphasized.

- Uses three or four separate "functional skill entries," each one headlining a particular area of expertise or qualification.

- Lists the skill/qualification in order of importance with the area most related to your job target at the top.

- Each functional skill area stresses the most directly related accomplishments or results you have produced.

- Includes any relevant accomplishment within these functional areas without necessarily identifying which employer or non-employment situation to which it was connected.

- Lists preferred and most relevant skills in one section and lists places of employment and dates in another.

- Includes education toward the bottom. If education was in an unrelated field, includes it at the end regardless of how recent.

ADVANTAGEOUS BECAUSE

- Highlights basic areas of ability and potential rather than specific jobs held.

- Can convey very strong ability that may spark employer's interest.

BEST USED

- In cases of career change, redirection or re-entry.

- When you wish to emphasize particularly strong areas of ability as they relate to objectives.

BASIC SECTIONS FOR FUNCTIONAL RESUME

1. IDENTIFICATION - Name, address, and phone number

   - Including current work address and phone number is optional.

2. OBJECTIVE - A statement which expresses your employment goal in one or two succinct phrases.

   - May label job, career, or professional objective.

   - State the type of position that you wish to obtain and give some indication of what you have to offer a potential employer.

   - Do not write the objective in terms of what you want from a job.

   - It may not be necessary to give a specific job title in your objective but be sure to at least identify the function and general level of the type of job you want.

   - Omit pronouns such as "I" or "me".

3. QUALIFICATIONS or COMPETENCIES

   - List three or four functional skill areas you possess that are particularly relevant to your objective. Document each area of expertise with your work or volunteer experiences.

   - Use a variety of action verbs.

4. EDUCATION

   - If high school or vocational school is your highest level completed, then list it.

   - If you have completed college coursework but not yet obtained a degree, provide information about number of credit hours completed, type of coursework, and name of the institution.

   - If you have a college degree(s), indicate type of degree(s) received, provide major(s) minor(s), name of institution, and date (month, year) degree was received. List most recent degree first. Omit high school information.

   - May want to include any special training workshops or seminars attended.

   - Put education before your EXPERIENCE section if it is a major qualifying factor for the position you are seeking.

5. WORK EXPERIENCE

   - List job title, place of employment, dates.

6. REFERENCES

   - Available upon request.

7. ADDITIONAL HEADINGS

   - List other information appropriate for job desired, i.e., Professional Affiliations, Volunteer Work, or Community Service, Honors and Awards, etc.

SAMPLE RESUME

JOHN Q. FARMER
Rural Route 1
Any City, Any State 99999
(999) 999-9999

Job Objective: To work as a purchasing agent in a large manufacturing firm.

SKILLS AND ACCOMPLISHMENTS

Purchasing/Inventory Control

- o Purchased raw materials, equipment and equipment parts, office supplies, and services
- o Obtained goods of the highest quality at the lowest possible price by--
  - analyzing data in suppliers' proposals and
  - developing and maintaining good business relationships with suppliers
- o Used IBM PC to maintain inventory control

Budget/Finance

- o Maintained accurate financial records on IBM PC
- o Secured loans for production, capital expenses, and expansion projects
- o Analyzed financial data

Management/Supervision

- o Analyzed and directed workflow for three full-time and two part-time employees
- o Supervised activities of all employees to ensure that safe and efficient work habits were followed
- o Conducted quality control inspection of product

Employment History

- Owner/Operator of Farmer's Dairy from 1965-1988; Any City, Any State

Professional Affiliations

- Franklin County Grange (treasurer, 1978-79)
- Landmark Cooperative

COVER LETTER

Rural Route 1
Any City, Any State 99999
June 30, 1988

Mr. George C. Employer
Director of Personnel
Major Manufacturing, Inc.
Industrial Park
Large City, Any State 00000

Dear Mr. Employer:

I have 23 years of experience in performing the job duties described in your advertisement for a purchasing agent. My proven ability to keep accurate inventory records and cost-effectively purchase quality equipment and supplies would be of use to you. In addition, I am a highly self-motivated individual who works well independently, has excellent memory skills, and enjoys adapting to new methods and technologies. For these reasons, I feel I would be an asset to Major Manufacturing, Inc.

You may reach me to arrange an interview by calling 999-9999. If I have not heard from you by Friday, July 15, I will contact your office to determine the status of my application.

Sincerely,

John Q. Farmer

Enclosure

EMPLOYMENT APPLICATION INFORMATION

Personal Information:

- o Name
- o Address (current and previous, plus length of time at current address)
- o Social Security number
- o Phone number
- o Citizenship status
- o Military service
- o Hobbies and interests

Education Information:

- o Highest grade level completed
- o What schools attended
  - name of school and location
  - number of years attended
  - date of graduation
  - certificate, diploma received

Former Employment Information:

- o List from most recent
- o Name and address of employer
- o Dates of employment (month and year)
- o Salary
- o Description of job and major responsibilities
- o Reason for leaving

References:

- o Name, address, phone, and position
- o Usually three required

Employment Application

is an EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. Consideration was given in the development of this form to your right to individual privacy and equal opportunity. The information requested is needed to help assess your employment interests and qualifications and to enable us to contact you. No other use will be made of this information without your permission. The University may refuse employment consideration if this form is not filled out completely and accurately. Please print or write clearly using a pen.

Identification

Name (Last)	(First)	(Middle)	
Address (no. & street or route and box number)	(City)	(State)	(Zip Code)
Home telephone number	Business telephone number	Message telephone number	

Date of birth (see note, right)

Note: Please enter your date of birth only if you are under 18 years of age or over 69. needs this information because of child labor laws and retirement regulations.

Work preferences

What type of appointment do you prefer?

☐ Full-time (40 hours/ week) ☐ Part-time (less than 40 hours/week) ☐ Temporary (less than one year duration)

What type will you accept?

☐ Full-time ☐ Part-time ☐ Temporary

Which shift do you prefer?

☐ First ☐ Second ☐ Third ☐ Rotating

Which shift will you accept?

☐ First ☐ Second ☐ Third ☐ Rotating

Please indicate the type and nature of work you are applying for in order of your preference. (For example: Teaching, Administrative, Personnel, Research in chemistry.) If you are seeking Classified Civil Service employment, please list the specific titles and levels.

Minimum acceptable salary

$ per ☐ Hour ☐ Week ☐ Month ☐ Year

Date available to start

Education

Please circle last year of formal education completed: 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 5 6 7 8 Other 1 2 3 4

	Name and Location of School	From Mo/Yr	To Mo/Yr	Diploma /Degree	Program or Major Course Work	Grade Average
Last High School						
College, University, Business, Technical, or Military Schools						
Graduate School						

Licenses and/or certificates

Type of License/Certificate	Issuing State or Agency	Number	Expiration Date
☐ Driver's ☐ Chauffeur's			
☐ Professional _____ (e.g., RN, LPN, Teaching, Pilot)			
☐ Technical _____ (e.g., FCC, Med Tech., Sta. Eng. An. Tech.)			
☐ Other _____ (please indicate)			

Experience

Please list your work experience, including any U.S. military experience. Include all employment whether full-time, part-time, summer or temporary during the past ten years. You may include additional experience beyond the last ten years if you desire, and you are encouraged to do so if it is related to the employment you seek at The Ohio State University.

Present or most recent employer (Company name) | From (Mo./Yr.) | To (Mo./Yr.)

Employer's address City State Zip Code | Department | Supervisor

Position title | Full-time ☐ Part-time ☐ Summer ☐ Temporary ☐

Description of duties, responsibilities, and equipment operated:

Reason for leaving: _____

Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Request additional sheets if needed or use plain paper.

References

If you included fewer than two employers on the previous pages, name a person below (other than a relative, employer or supervisor) who has known you well for at least two years.

Name	Address	City	State	Zip Code	Telephone	Years Known

If you have placement records, credentials and/or references on file, please indicate below where a copy of these may be obtained.

Name of Agency/Institution	Address	City	State	Zip Code

Certification and statement of understanding

I certify that all of the information furnished in this employment application and its addenda is true and complete to the best of my knowledge. I understand might investigate the information I have furnished and I realize that any misrepresentation or false information in this application can lead to withdrawal of any employment offer or termination after employment.

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Signature _____ Date _____

Employment Application Addendum C

Last name	First name	Middle name	Date

You must complete this addendum if you are applying for CLASSIFIED CIVIL SERVICE positions. **Yes or No**

1. Are you a citizen of the United States? ..... _____

2. Have you ever been employed by ? (If you have, be certain to give details in the EXPERIENCE section.) ..... _____

3. Do you now have or have you had any illnesses, injuries, or surgical procedures which might interfere with or be aggravated by the work you are seeking? (If your answer is "Yes," please give details in COMMENTS section on the reverse side of this addendum.) ..... _____

4. Have you ever been dismissed from a position (within the last seven years) for delinquency or misconduct? (If you have, be certain to give the job and details in the EXPERIENCE section.) ..... _____

Questions 5 and 6 are asked only with reference to the bona fide requirements of the position(s) being sought. A "yes" answer will not jeopardize your candidacy unless the question is related to the duties of the position.

5. Are you now or have you been (within the last seven years) addicted to the use of narcotics or other habit forming drugs or alcohol? (If you have, give details in COMMENTS section.) ..... _____

6. Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense against the law? (You may omit (a) traffic violations for which you paid a fine of $50 or less — except if you are applying for positions involving driving; and (b) any offense committed before your 18th birthday which was finally adjudicated in a juvenile court.) ..... _____

7. If you were in the U.S. military service, were you ever convicted by a general court martial? ..... _____

NOTE: If the answer to 6 or 7 is "Yes," give details in COMMENTS section. Show for each offense: (1) date, (2) charge, (3) place, (4) court location, (5) action taken or disposition — fine, sentence, etc.

8. If you are an honorably discharged veteran of U.S. Military Service, do you desire extra credit on your civil service examination? (If you d., you must submit your DD 214 or Honorable Discharge certificate for review before or at the time of examination.) ..... _____

9. If you are applying for a TYPIST, STENOGRAPHER, SECRETARIAL or CLERICAL position:
   a. What is your approximate typing speed? ..... (words per minute) _____
   b. Do you prefer an electric typewriter? ..... _____

10. If you are applying for a STENOGRAPHER or SECRETARIAL (with shorthand) position:
    a. What is your approximate shorthand speed? .....(words per minute) _____
    b. What method do you use? ..... (Gregg, Speedwriting, Stenotype) _____

11. Indicate equipment you operate (office machines, copiers, machine tools, vehicles, construction equipment, electronic devices, etc.)

12. Who referred you for employment at The Ohio State University?

(Continue on reverse)

The Ohio State University
Form 7550C—Rev. 9/78. Stores 53783

Comments

Indicate any comments you have regarding your qualifications not covered elsewhere, and details regarding questions on the reverse side (indicate the question number).

Oath or Affirmation (to be signed before a notary public)

I solemnly swear (or affirm) I am the individual named in this application and the information given herein is true and complete to the best of my knowledge.

SIGNATURE OF APPLICANT (before notary public): _____

Subscribed and duly sworn before me according to Law, by the above named applicant this _____

day of _____, 19 ____, at _____

County of _____, and State of _____

_____

Signature of Notary Public

(Seal)

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_____

Official title and expiration of commission

INTERVIEW ETIQUETTE

- Go to the interview alone.
- Be on time.
- Do not smoke or chew gum.
- Smile.
- Shake hands firmly.
- Avoid using slang expressions.
- Never criticize others, including former employer, even if justified.
- Don't lean on the interviewer's desk.
- Be natural.
- Do not take notes during an employment interview.
- Express appreciation for the interview.
- Take extra copies of your resume with you.

Personal Appearance

- Clothing should be fresh, neat, and pressed.
- Dress appropriately for climate, atmosphere, and type of job.
- Dress conservatively.
- Shine and polish shoes.
- Wear very little jewelry.
- Perfume or after shave should be very light.
- Hair should be neat, clean, and combed.
- Fingernails should be clean and properly cut.

INFORMATION INTERVIEW

Goals:

- To learn more about a particular job/career/position
- To learn something about a particular company/organization/individual
- To gain names of individuals who may be contacted for further information
- To be able to use the name of an interviewer as a referral
- To make yourself known to an employer for future consideration

Cardinal Rule:

Never attempt to turn an information interview into a job interview.

Interviewing Your Resource Person:

These questions provide guidelines to help you gather com plete information about a job, a field, or a company.

1. How did you get started in this job?
2. What experience and training have you had as preparation?
3. What other jobs have you held?
4. How long have you worked here?
5. What is your work schedule (days and hours)?
6. What kinds of tasks do you do in a normal working day?
7. What, if any, are the standards of dress expected of those who work here?
8. How many people do you work with?
9. What do you <u>like</u> about your job?
10. What do you <u>dislike</u> about your job?
11. In what kind of space do you work?

12. How much sitting, standing or physical activity do you do?

13. What are some typical work tasks and activities?

14. What kinds of equipment and tools are used on this job?

15. What is the salary range for a beginning worker in this job?

16. Which union or bargaining groups represent workers?

17. What are the medical and dental benefits? Life insurance?

18. What are the retirement benefits?

19. Is job-sharing used? Flex-time? Four-day week?

20. What are the opportunities for promotion?

21. What is the long-range outlook for jobs in this field?

22. When lay-offs are necessary, how are they handled?

23. How much competition is there for jobs in this area?

24. What are some common mistakes made by applicants for openings in this company that lead to their not being hired?

25. What training is provided for employees?

26. Do workers have a voice in decision making? In what ways?

27. What are the opportunities for increased responsibility in this job?

QUESTIONS FREQUENTLY ASKED BY INTERVIEWER DURING THE EMPLOYMENT INTERVIEW

What do you know about our company?

In what type of positions are you most interested?

What are your strong points?

What are your weak points?

Why should I hire you?

What can you do for our company?

Why do you feel you'd like to work for this company?

How would you handle (this particular) problem?

What is your main goal in life?

What are your long-term career plans?

What part does your job have in your life?

What do you plan to be doing 10 years from now?

What is your favorite color?

What do you do in your spare time?

Describe yourself to me in one word.

Why do you want to work here?

What is most important to you in a job?

What qualifications do you have for this job?

What specific skills do you have which relate to this job?

Can you accept criticism?

Can you handle stress and difficult situations?

Are you willing to follow orders even if you do not agree?

Are you honest?

Can you express yourself?

Do you have good judgement?

Can you represent this company in the manner we expect?

Is there anything in your past I need to know which affects your job or this company?

What are your best qualities as an employee? What are your shortcomings?

If I hire you, how long do you plan to stay?

Tell me about yourself.

Job questions. Imagined situations that test a person's job knowledge: What would you do if ...?

What jobs have you held? How were they obtained and why did you leave?

What are your ideas on salary?

Do you prefer any specific geographic location? Why?

Why do you think you would like this particular type of job?

Are you looking for a permanent or temporary job?

Can you get recommendations from previous employers?

What interests you about our product or service?

How are you living now?

Do you like regular hours?

Have you had any serious illness or injury?

Are you willing to go where the company sends you?

How do you feel about overnight travel?

What jobs have you enjoyed the most? The least? Why?

What are your own special abilities?

What job in our company do you want to work toward?

How about overtime work?

What kind of work interests you?

How are you creative?

QUESTIONS TO ASK ON AN INTERVIEW

1. What is the first problem that needs the attention of the person you hire?
2. What other problems need attention now?
3. What has been done about any of these to date?
4. How has this job been performed in the past?
5. Why is it now vacant?
6. Do you have a written job description for this position?
7. What are the major responsibilities of the position?
8. What authority would I have? How would you define its scope?
9. What are the company's five-year sales and profit projections?
10. What needs to be done to reach these projections?
11. What are the company's major strengths and weaknesses?
12. What are its strengths and weaknesses in production?
13. What are its strengths and weaknesses in its products or its competitive position?
14. Whom do you identify as your major competitors?
15. What are their strengths and weaknesses?
16. How do you view the future for your industry?
17. Do you have any plans for new products or acquisitions?
18. Might this company be sold or acquired?
19. What is the company's current financial strength?
20. What can you tell me about the individual to whom I would report?
21. What can you tell me about other persons in key positions?
22. What can you tell me about the subordinates I would have?
23. How would you define your management philosophy?

24. Are employees afforded an opportunity for continuing education?

25. What are you looking for in the person who will fill this job?

26. What are the key elements of my job?

27. How does my job relate to the larger organization's overall objectives?

28. How is my function organized?

29. How is my function managed?

30. How would you characterize _____ as an organization?

31. What things does the organization do well?

32. What are the barriers to greater effectiveness?

33. What are the mechanisms by which people get feedback on performance to objectives?

34. How do I get introduced to the organization and understand how it ticks? Orientation program? Personal contact?

35. _____

36. _____

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

Action Verbs to Communicate Skills

Below is a sample list of action verbs. When describing your responsibilities and accomplishments in your resume, you should start your descriptive phrases with action verbs. This list may assist you in selecting words to accurately and powerfully describe your experience.

accelerated	combined	employed	incorporated	performed
accomplished	communicated	encouraged	increased	persuaded
accounted for	compared	enjoyed	indicated	pioneered
achieved	completed	enlarged	initiated	placed
acquired	composed	enlisted	innovated	planned
added	conceived	ensured	inspected	played
adjusted	concluded	entered	instructed	policed
administered	conditioned	established	insured	prepared
advised	conducted	estimated	interpreted	presented
aided	constructed	evaluated	interviewed	prevailed
alphabetized	continued	excelled	introduced	processed
analyzed	contracted	executed	investigated	produced
anticipated	controlled	exercised	joined	profited
applied	convinced	expanded	kept	programmed
appointed	coordinated	expedited	labored	prohibited
appraised	copied	explained	launched	projected
arbitrated	corrected	explored	lectured	promoted
argued	counseled	familiarized	led	proofed
arranged	counted	filed	licensed	proved
assessed	crafted	financed	located	purchased
assisted	created	forecast	looked	put
assumed	critiqued	foresaw	made	qualified
assured	dealt	formulated	maintained	quickened
attended	debated	forwarded	managed	ran
authored	decided	fostered	mapped out	rated
authorized	defined	found	maximized	realized
awarded	delegated	gained	met	received
began	delivered	gathered	modified	recognized
bolstered	demonstrated	gave	monitored	recommended
boosted	designed	grabbed	motivated	reduced
bought	determined	graded	moved	related
briefed	developed	greeted	named	renovated
budgeted	devised	grossed	neatened	reported
built	did	guided	negotiated	rescued
calculated	digested	handled	netted	researched
cataloged	diminished	hastened	observed	resulted in
caught	directed	heightened	opened	returned
caused	discovered	helped	operated	revealed
chaired	drafted	highlighted	ordered	reviewed
changed	dramatized	hiked	organized	revised
checked	drew up	housed	overcame	said
chopped	dropped	hunted	oversaw	saw
chose	earned	identified	paid	scouted
classified	edited	implemented	painted	screened
cleared up	educated	improved	participated	scrutinized
closed	elected	included	perceived	selected

sent
served
set
shipped
shored up
showed
sifted
simplified
smoothed
solved
sought
supported
surmounted
surveyed
targeted
taught
tested
tightened
took
took over
totaled
toured
tracked
trained
transferred
transformed
translated
traveled
treated
tutored
typed
uncovered
unearthed
unfurled
updated
upped
welcomed
won
worked
wrote

JOB CLUB

A job club is a temporary coalition of job seekers who meet frequently to provide help and mutual reinforcement to each other's job search, with the guidance of a job club coordinator who provides training and counseling in job seeking skills. According to Faddis, Long, and Ehrsten, the purpose of a job club is threefold:

- "to provide peer support for job seekers
- to teach participants the range of job seeking skills
- to reinforce the concept that job seeking is a full-time job and the participant's personal responsibility." (1987, p. 7)

The expected outcomes of a job club are to (1) obtain a suitable job, (2) increase job-seeking skills and knowledge, and increase world-of-work knowledge.

Activities:

Session 1

- Introduce the job club
- Administer a pretest to determine knowledge of job search skills and world of work
- Identify job skills and interests
- Match skills and interest to job titles
- Clarify members' job club goals

Session 2

- Become familiar with job-search strategies
- Use want ads and other public information resources
- Use personal networks and the hidden job market
- Discover sources of job openings

Session 3

- o Fill out job applications
- o Use a positive approach explained by a former job club member

Session 4

- o Develop a resume

Session 5

- o Complete resume
- o Use the proper approach - cover letter, follow-up letter, acceptance letter

Session 6

- o Keep record of job search attempts
- o Use telephone skills to make job contacts
- o Conduct job search in person

Session 7

- o Review job interview skills
- o Practice job interviews
- o Discuss proper dress for interview

Session 8

- o Conduct more practice interviews on videotape

Session 9

- o View and discuss practice interviews
- o Know your legal rights

Session 10

- o Learn job keeping skills
- o Discuss how to deal with the work world
- o Understand employer expectations

REFERENCES

Azrin, N. H., and Besalel, V. A. Job Club Counselor's Manual: A Behavioral Approach to Vocational Counseling. Austin, TX: PRO-ED, Inc. 1980.

Faddis, C. R.; Long, J. P.; and Ehrsten, M. A Study of Job Clubs For Two-year College Students with Learning Disabilities. Columbus, OH: The National Center for Research in Vocational Education, Th Ohio State University, 1987.

USING LABOR MARKET INFORMATION FOR CAREER DECISION MAKING

Developed by

William L. Ashley, Ph.D.

The National Center for Research in Vocational Education
The Ohio State University
1988

Introduction

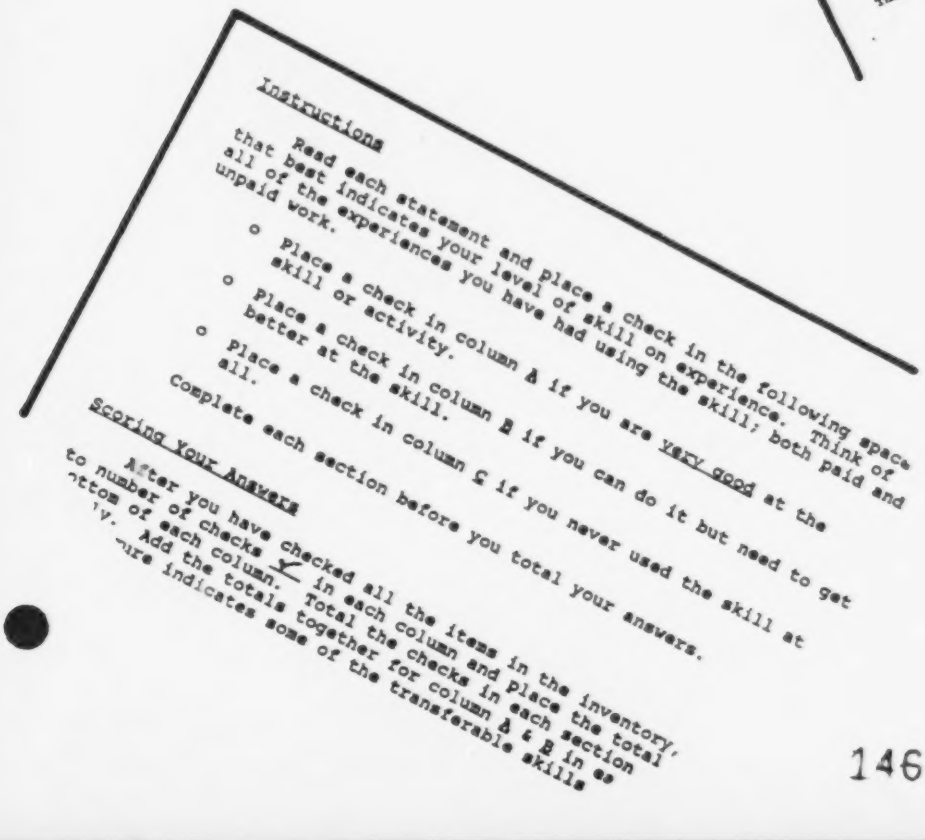
This module presents the sequence of steps and resourcs that can be used with individuals to help them plan and guide a systematic job/career search. The materials that are available include, (1) the "Career Selection Inventory" and the "Discovery Module," (2) "Labor Market Information Projections" available from most state employment service agencies, and (3) the Standard Industrial Classification crosswalk to the telephone Yellow Page listing also available from the Employment Data and Research Division of state employment service departments.

These materials may be used by individuals who wish to conduct their own job search or by a program staff person who will collect and compile the information for clients.

1. Obtain a copy of the Career Selection Inventory.

CAREER SELECTION INVENTORY
PREPARED BY
THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

2. Read the instructions.



Instructions

Read each statement and place a check in the following space that best indicates your level of skill on experience. Think of all of the experiences you have had using the skill; both paid and unpaid work.

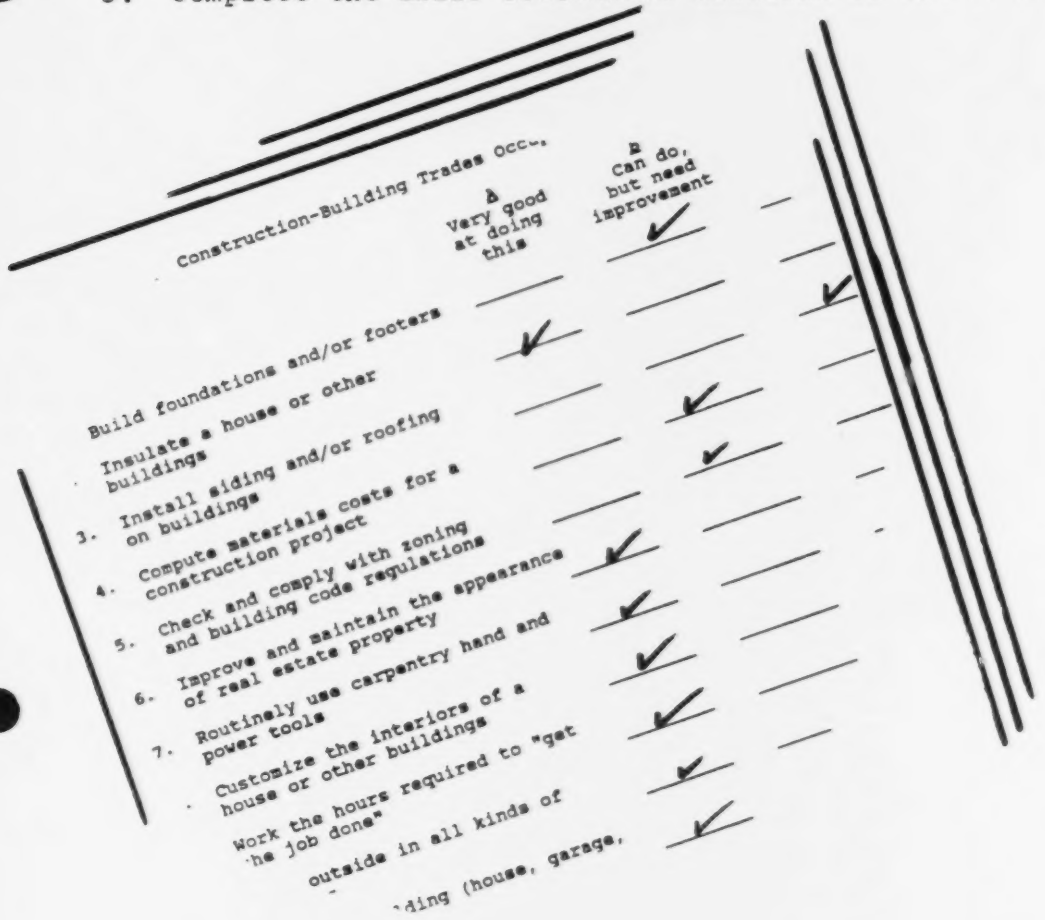
- Place a check in column A if you are very good at the skill or activity.
- Place a check in column B if you can do it but need to get better at the skill.
- Place a check in column C if you never used the skill at all.

Complete each section before you total your answers.

Scoring Your Answers

After you have checked all the items in the inventory, to number of checks ✓ in each column and place the total ttom of each column. Total the checks in each section y. Add the totals together for column A & B in se ure indicates some of the transferable skills

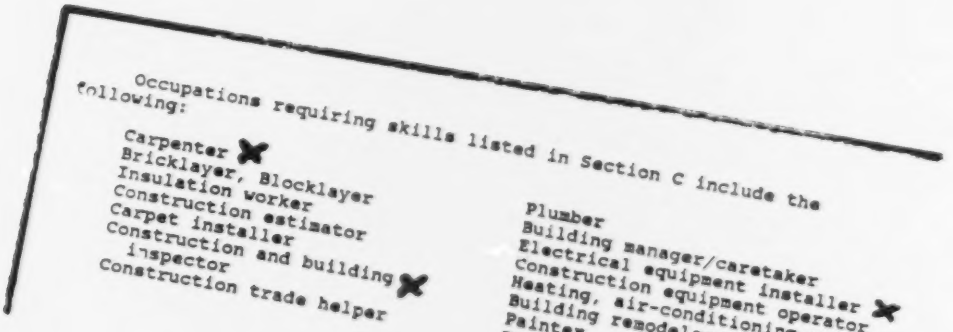
3. Complete the skill assessment sections of the Inventory.



Construction-Building Trades Occ...

	A Very good at doing this	B Can do, but need improvement
Build foundations and/or footers		
Insulate a house or other buildings	✓	
3. Install siding and/or roofing on buildings		✓
4. Compute materials costs for a construction project		✓
5. Check and comply with zoning and building code regulations		✓
6. Improve and maintain the appearance of real estate property	✓	
7. Routinely use carpentry hand and power tools	✓	
Customize the interiors of a house or other buildings	✓	
Work the hours required to "get the job done"		✓
outside in all kinds of		✓
ding (house, garage,		

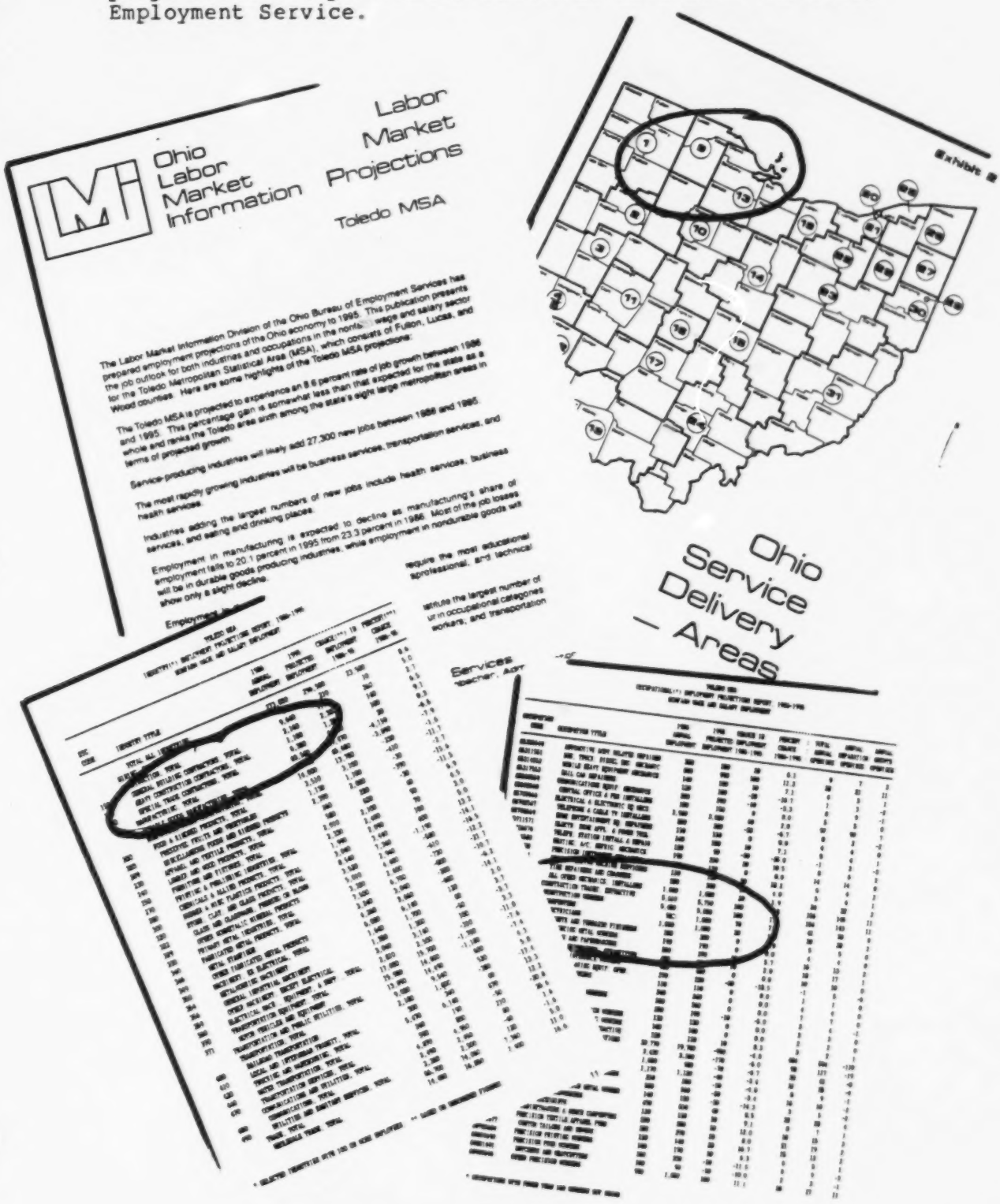
4. Identify the occupations for which you have skills and interest.



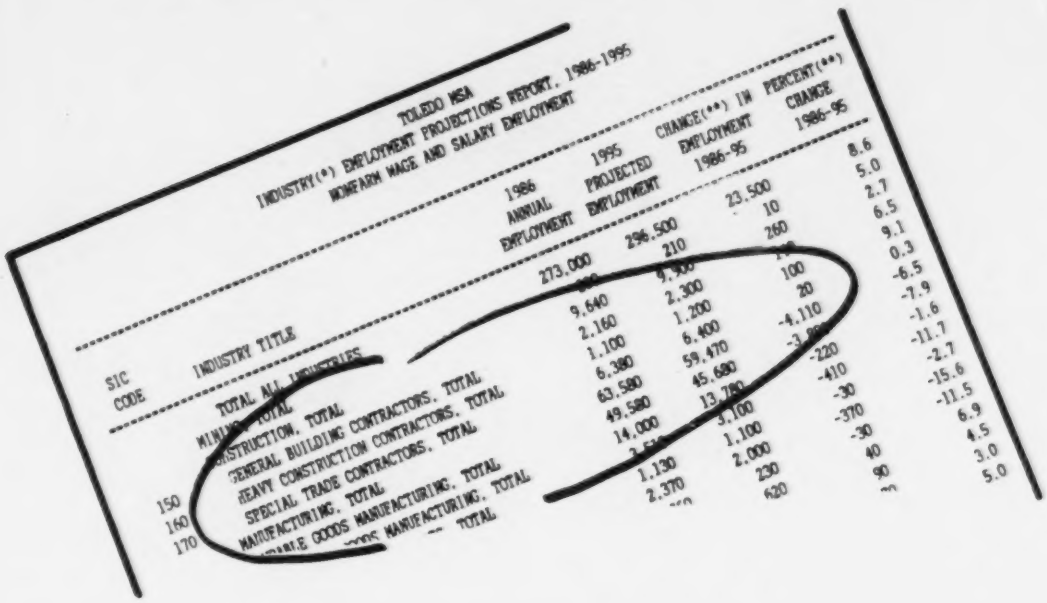
Occupations requiring skills listed in Section C include the following:

- Carpenter ✗
- Bricklayer, Blocklayer
- Insulation worker
- Construction estimator
- Carpet installer
- Construction and building inspector ✗
- Construction trade helper
- Plumber
- Building manager/caretaker
- Electrical equipment installer ✗
- Construction equipment operator
- Heating, air-conditioning mechanic
- Building remodeler/repairer
- Painter
- Roofer

5. Obtain copies of the labor market employment profile and projections for your state and local area from the State Employment Service.



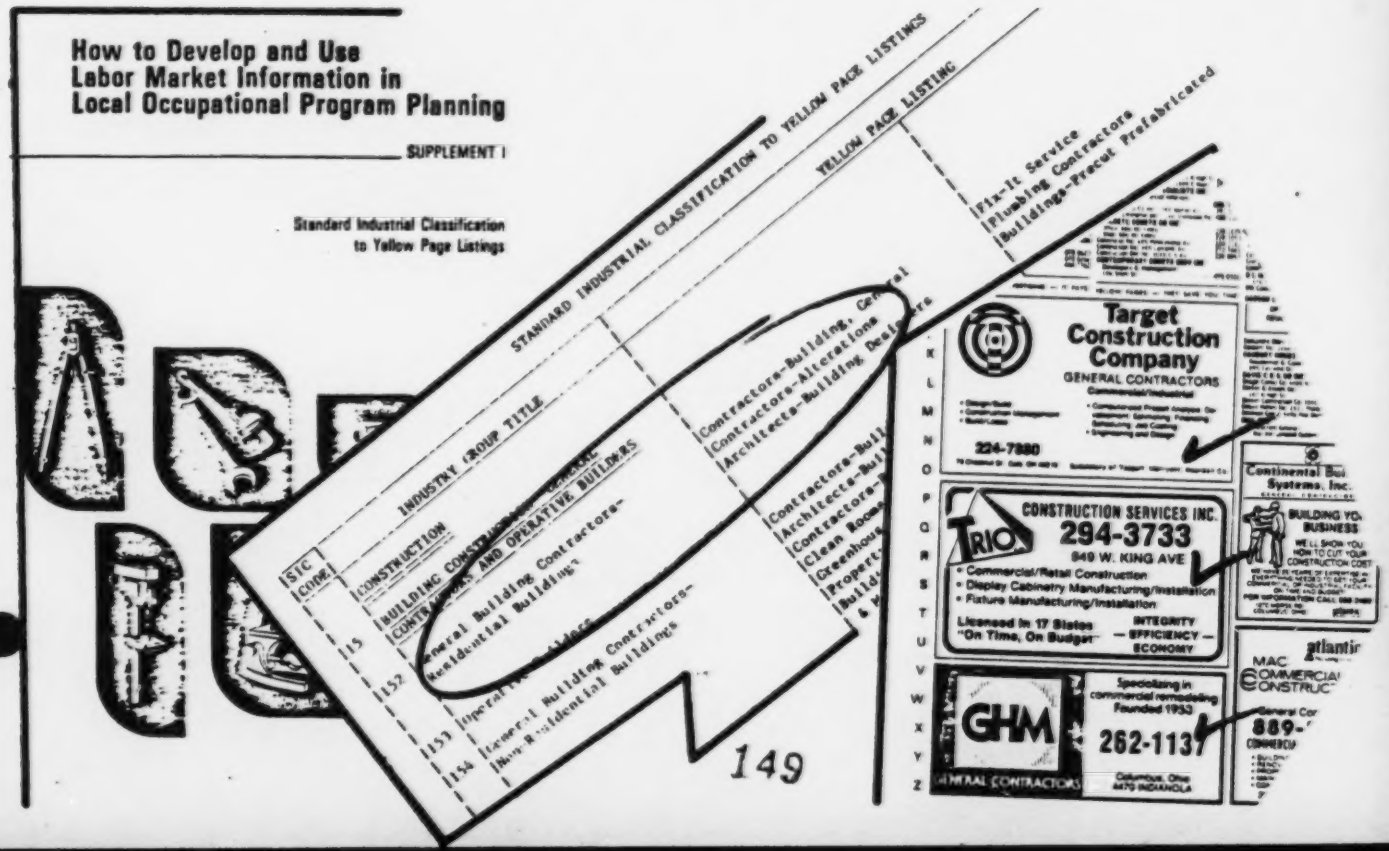
6. Identify the types of industries that employ people in the occupation(s) in which you are interested.



TOLEDO MSA
INDUSTRY(*) EMPLOYMENT PROJECTIONS REPORT, 1986-1995
MINEARN WAGE AND SALARY EMPLOYMENT

SIC CODE	INDUSTRY TITLE	1986 ANNUAL EMPLOYMENT	1995 PROJECTED EMPLOYMENT	CHANGE(**) IN EMPLOYMENT 1986-95	PERCENT(**) CHANGE 1986-95
	TOTAL ALL INDUSTRIES	273,000	296,500	23,500	8.6
	MINING, TOTAL	[illegible]	210	10	5.0
	CONSTRUCTION, TOTAL	9,640	9,900	260	2.7
	GENERAL BUILDING CONTRACTORS, TOTAL	2,160	2,300	100	6.5
	HEAVY CONSTRUCTION CONTRACTORS, TOTAL	1,100	1,200	20	9.1
	SPECIAL TRADE CONTRACTORS, TOTAL	6,380	6,400	-4,110	0.3
	MANUFACTURING, TOTAL	63,580	59,470	[illegible]	-6.5
	DURABLE GOODS MANUFACTURING, TOTAL	49,580	45,680	-220	-7.9
	NONDURABLE GOODS MANUFACTURING, TOTAL	14,000	13,780	-410	-1.6
	[illegible] TOTAL	[illegible]	3,100	-30	-11.7
150		1,130	1,100	-370	-2.7
160		2,370	2,000	-30	-15.6
170		[illegible]	230	40	-11.5
			620	90	6.9
					4.5
					3.0
					5.0

7. Use the Industry Classification to Yellow Page Listings to identify local businesses that may have job openings of interest to you.



8. Prepare an introduction and several questions that you want to ask of business operators.

Sample Telephone Script

My name is _____ and I am calling companies that employ workers with skills in _____ and _____.

Do you now employ workers that use such skills? Do you expect to increase the number of workers you employ in such jobs?

I am qualified in the skill areas of _____ and _____ and have ____ years of experience doing this type of work. Would you be interested in meeting with me and discussing the possibility of employment with your company?

May I send you a resume of my skills and experience?

Do you know of other companies that may have a need for a person that can do (type of work) and _____?

May I call you later this month/season to see if your needs have changed?

Thank you for your time and information.

CAREER SELECTION INVENTORY

Copyright © 1987
by
William L. Ashley, Ph.D.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

CAREER SELECTION INVENTORY

Introduction

This inventory will help you identify your skills and experiences that are transferable to different jobs and occupations. You may have many skills that you have developed through paid or unpaid work done for yourself or for friends. By checking the skills in the inventory that you have developed you will become more aware of broad range of occupations that you may be qualified for; perhaps with some training. The inventory is not intended to focus on a single occupation. Each group of statements is related to a different cluster of occupations. Examples of jobs related to the cluster are given at the end of each section.

Instructions

Read each statement and place a check in the following space that best indicates your level of skill on experience. Think of all of the experiences you have had using the skill; both paid and unpaid work.

- Place a check in column A if you are very good at the skill or activity.
- Place a check in column B if you can do it but need to get better at the skill.
- Place a check in column C if you never used the skill at all.

Complete each section before you total your answers.

Scoring Your Answers

After you have checked all the items in the inventory, add up to number of checks ✓ in each column and place the total at the bottom of each column. Total the checks in each section separately. Add the totals together for column A & B in each section. This figure indicates some of the transferable skills that you

have. If you wish to list other skills that are related to a section that you are strong in, write them in on the lines provided.

A high number (compared to the total number of items) in column A may indicate an occupational area for which you are qualified. A high number in column B can indicate an area for which you could become qualified with some additional training or work experience. A high number in column C probably means you have little experience or few skills related to the occupations in that cluster, but if you are interested in the area you might consider taking a training program to prepare yourself.

Next Steps

Discuss your answers with the counselor and review the possibilities for employment in each area. Some of your options include the following:

*o Seek employment in a job that is very similar to your present job at Canton Forge and that would use skills you already have developed in your present job.

o Seek a job that is some what related to your present job, but may require you to improve your skills through work experience or training.

o Seek a job that is not related to your present job but uses the skills you have developed through other work activities.

o Seek a job that is not related to your present job by enrolling in a training program to learn new skills.

* A list of jobs similar to your present job for which there is some demand in the area has been prepared and given to your counselor.

Section ___A___ Manufacturing Occupations:

		A Very good at doing this	B Can do, but need improvement	C Never did this
1.	Lift heavy objects frequently	_____	_____	_____
2.	Use hand tools to modify machines, parts, or equipment	_____	_____	_____
3.	Use machine tools to make or modify parts for equipment	_____	_____	_____
4.	Inspect machines or equipment for defects or flaws	_____	_____	_____
5.	Perform the same task many times each hour	_____	_____	_____
6.	Use tools to assemble the parts of a machine or piece of equipment	_____	_____	_____
7.	Organize and maintain machine shop tools and equipment	_____	_____	_____
8.	Do precise hand work to close tolerances	_____	_____	_____
9.	Cut materials to exact size with hand or machine tools	_____	_____	_____
10.	Prepare rough drawings and sketches of machines	_____	_____	_____
11.	Install and connect wiring according to a schematic	_____	_____	_____
12.	Install and connect hose, pipes, and lines according to blue prints	_____	_____	_____
13.	Talk with co-workers to solve technical work problems	_____	_____	_____
14.	Read drawings, charts, and diagrams	_____	_____	_____
15.	Read technical bulletins, manuals, or memos to find information	_____	_____	_____

Section A Manufacturing Occupations (Con't.):

		A Very good at doing this	B Can do, but need improvement	C Never did this
16.	Repair worn or broken machine parts	_____	_____	_____
17.	Tune and adjust gasoline engines	_____	_____	_____
18.	Repair electrical motors, switches, relays, etc.	_____	_____	_____
19.	Repair hydraulic pumps, valves, lines	_____	_____	_____
20.	Cut and bend thin and/or heavy sheet metal	_____	_____	_____
21.	Solder metal with an iron or torch	_____	_____	_____
22.	Weld metal with oxy-acetylene torch	_____	_____	_____
23.	Weld metal with an electric arc welder	_____	_____	_____
24.	Do exact layout and measurement work with precision instruments (micrometer, calipers)	_____	_____	_____
25.	Perform exact math calculations to solve problems	_____	_____	_____
	TOTAL	A _____	B _____	C _____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Some occupations requiring the skills listed in Section A include the following:

- Millwright
- Pipe fitter
- Plumber
- Machine assembler
- Machine repairer
- Sheet metal worker
- Motor vehicle mechanic
- Welder
- Structural metal erector
- Machinist
- Machine set-up operator
- Inspector
- Electrical installer
- Electrical equipment repairer
- Total & Die maker
- Instrument repairer

Section ___B___ Natural Resources and Land Management Occupations:

		A Very good at doing this	B Can do, but need improvement	C Never did this
1.	Install drainage/sewer tile	_____	_____	_____
2.	Do landscaping	_____	_____	_____
3.	Maintain drainage ditches and/or fences.	_____	_____	_____
4.	Analyze soil test results to determine fertilizer requirements	_____	_____	_____
5.	Maintain timber stands and woodlots	_____	_____	_____
6.	Dig wells and install water supply systems	_____	_____	_____
7.	Apply agricultural fertilizers, weed killers, and/or insecticides on a large scale basis	_____	_____	_____
8.	Determine the best location for irrigation/drainage system	_____	_____	_____
9.	Inspect plants or field crops for insect damage	_____	_____	_____
10.	Work by myself	_____	_____	_____
11.	Do a lot of walking and moving around as part of a job	_____	_____	_____
12.	Plan proper waste disposal system for a new building	_____	_____	_____
13.	Determine safe level of chemicals in drinking or recreational water supply	_____	_____	_____
14.	Provide for the proper disposal of hazardous waste materials	_____	_____	_____
15.	Perform laboratory tests on chemicals or soil samples	_____	_____	_____

Section B Natural Resources & Land Management Occupations (Con't.)

		A Very good at doing this	B Can do, but need improvement	C Never did this
16.	Use equipment to monitor air quality	_____	_____	_____
17.	Determine the best location in a town for a sports field	_____	_____	_____
18.	Work with sensitive measuring instruments	_____	_____	_____
19.	Determine the suitability of land for commercial development	_____	_____	_____
20.	Operate large earth moving equipment	_____	_____	_____
21.	Provide facilities and care for animals	_____	_____	_____
22.	Vaccinate and give animals shots	_____	_____	_____
23.	Perform inspections for possible safety/health hazards	_____	_____	_____
24.	Complete courses in first-aid, CPR, and extended care	_____	_____	_____
25.	Read books and articles about medicine and health topics	_____	_____	_____
	TOTAL	A _____	B _____	C _____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Occupations requiring the skills listed in Section B include the following:

- Animal caretaker
- Zoo keeper/worker
- Gardener (public and private)
- Groundskeeper (commercial or recreation)
- Park attendant
- Forester/ranger
- Nursery workers
- Highway maintenance worker
- Carpenter/Builder
- Well driller/helper
- Land reclamation worker
- Heavy equipment operator
- Landscape maintenance worker
- Pest controller

Section ___C___ Construction-Building Trades Occupations:

		A Very good at doing this	B Can do, but need improvement	C Never did this
1.	Build foundations and/or footers	_____	_____	_____
2.	Insulate a house or other buildings	_____	_____	_____
3.	Install siding and/or roofing on buildings	_____	_____	_____
4.	Compute materials costs for a construction project	_____	_____	_____
5.	Check and comply with zoning and building code regulations	_____	_____	_____
6.	Improve and maintain the appearance of real estate property	_____	_____	_____
7.	Routinely use carpentry hand and power tools	_____	_____	_____
8.	Customize the interiors of a house or other buildings	_____	_____	_____
9.	Work the hours required to "get the job done"	_____	_____	_____
10.	Work outside in all kinds of weather	_____	_____	_____
11.	Build a building (house, garage, barn)	_____	_____	_____
12.	Do physical labor lifting, carrying, and hoisting	_____	_____	_____
13.	Work climbing, squatting and maneuvering around obstacles, sometimes in cramped awkward positions	_____	_____	_____
14.	Inspect a building under construction to make sure it meets print specifications and codes	_____	_____	_____

Section ___C___ Construction-Building Trades Occupations (Con't.):

		A Very good at doing this	B Can do, but need improvement	C Never did this
15.	Design and build a new structure	_____	_____	_____
16.	Build a picnic table or similar furniture	_____	_____	_____
17.	Install a new electrical system in a house or other building	_____	_____	_____
18.	Install plumbing or water lines in a house or other building	_____	_____	_____
19.	Prepare and level soil for a construction project	_____	_____	_____
20.	Install a furnace and duct system in a house or other building	_____	_____	_____
21.	Replace doors, windows, or walls in a house or other building	_____	_____	_____
22.	Build a room addition onto an existing structure	_____	_____	_____
23.	Cut and shape lumber to size specifications	_____	_____	_____
24.	Install interior walls and doors	_____	_____	_____
25.	Patch and paint interior and exterior surfaces	_____	_____	_____
	TOTAL	A _____	B _____	C _____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Occupations requiring skills listed in Section C include the following:

- Carpenter
- Bricklayer, Blocklayer
- Insulation worker
- Construction estimator
- Carpet installer
- Construction and building inspector
- Construction trade helper
- Plumber
- Building manager/caretaker
- Electrical equipment installer
- Construction equipment operator
- Heating, air-conditioning mechanic
- Building remodeler/repairer
- Painter
- Roofer

Section ___D___ Business Office and Clerk Occupations:

		A Very good at doing this	B Can do, but need improvement	C Never did this
1.	Develop time and cost estimates for work tasks	_____	_____	_____
2.	Use the telephone to order supplies	_____	_____	_____
3.	Balance a checkbook with a bank statement	_____	_____	_____
4.	Complete weekly/monthly reports and records	_____	_____	_____
5.	Use a computer to keep records	_____	_____	_____
6.	Prepare and file Federal and State tax forms	_____	_____	_____
7.	Work regular scheduled hours	_____	_____	_____
8.	Calculate and/or analyze financial information	_____	_____	_____
9.	Organize and analyze maintenance records and reports	_____	_____	_____
10.	Work seated at a table or desk most of the time	_____	_____	_____
11.	Do work involving numbers and figures	_____	_____	_____
12.	Write business letter or reports	_____	_____	_____
13.	Compare insurance rates between different companies and policies	_____	_____	_____
14.	Prepare work schedules for people and activities	_____	_____	_____
15.	Use a typewriter to prepare forms, letters, or charts	_____	_____	_____
16.	Use an adding machine or calculator to solve problems	_____	_____	_____

Section D Business Office and Clerk Occupations (Con't.):

		A Very good at doing this	B Can do, but need improvement	C Never did this
17.	Use the telephone to give or receive information	_____	_____	_____
18.	Work at tasks that continue over several days before they are completed	_____	_____	_____
19.	Solve problems or find errors by checking different sources of written information	_____	_____	_____
20.	Maintain an inventory of materials and keep records	_____	_____	_____
21.	Solve math problems using fraction, decimals, and percentage	_____	_____	_____
22.	Plan and schedule travel arrangements for individuals or groups	_____	_____	_____
23.	Type letters, notes, and forms	_____	_____	_____
24.	Gather specific information from people over the telephone	_____	_____	_____
25.	Direct others in planning and completing their work tasks	_____	_____	_____
	TOTAL	A _____	B _____	C _____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Occupations requiring the skills listed in Section D include the following:

- Accounting clerk
- Check-out clerk
- Billing clerk
- Budget clerk
- Inventory clerk/manager
- Office machine operator (collator, typewriter, duplicating, etc.)
- Insurance clerk
- File clerk
- Real-estate clerk
- Shipping and receiving clerk
- Timekeeper
- Typist
- Sales clerk
- Cashier
- Payroll clerk

Section ___E___ Repair Service Occupations:

	A Very good at doing this	B Can do, but need improvement	C Never did this
1. Repair broken radios, televisions, and other electrical entertainment equipment	_____	_____	_____
2. Prepare, organize and analyze maintenance records on machinery, equipment or facilities	_____	_____	_____
3. Install and hook/up communications equipment	_____	_____	_____
4. Maintain a clean and safe work area	_____	_____	_____
5. Paint and maintain equipment, facilities, or structures	_____	_____	_____
6. Perform routine carpentry repairs/ additions to houses and/or other buildings	_____	_____	_____
7. Perform plumbing repairs to houses and other buildings	_____	_____	_____
8. Perform electrical repairs to houses or other buildings	_____	_____	_____
9. Work on a regular schedule, but when necessary, work as needed	_____	_____	_____
10. Trouble shoot mechanical equipment and identify problems	_____	_____	_____
11. Plan for the maintenance or upkeep of buildings and structures (my own or others?)	_____	_____	_____
12. Read about home-based businesses	_____	_____	_____
13. Read technical material to learn how to repair items	_____	_____	_____

Section ___E___ Repair Service Occupations (Con't.):

		A Very good at doing this	B Can do, but need improvement	C Never did this
14.	Repair and maintain autos, trucks, trailers, boats, and/or motorcycles	_____	_____	_____
15.	Modify/rebuild equipment to fit special situations or needs	_____	_____	_____
16.	Perform engine overhauls	_____	_____	_____
17.	Use hand and power tools to repair and assemble machinery and equipment	_____	_____	_____
18.	Install or repair electronic equipment (alarms, controls, test equipment)	_____	_____	_____
19.	Repair electrical measuring devices (meter, gauges, pumps)	_____	_____	_____
20.	Move heavy objects and equipment with hoist, pulleys, winches, etc.	_____	_____	_____
21.	Repair small gasoline powered engines and equipment (mowers, pumps, chainsaws, snowmobiles)	_____	_____	_____
22.	Keep records of repairs and schedule maintenance work as needed	_____	_____	_____
	TOTAL	A _____	B _____	C _____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Occupations requiring the skills listed in Section E include the following:

- Industrial machinery repairer
- Telephone installer
- Communication equipment installer
- Commercial building maintenance manager
- Residential building maintenance worker
- Auto/truck mechanic/assistant
- Commercial appliance repairer
- Office equipment repairer
- Residential remodeler/repairer
- Residential construction worker

Section F Personal Services Occupations:

	A Very good at doing this	B Can do, but need improvement	C Never did this
1. Prepare meals for individuals or groups			
2. Prepare drinks and beverages for people			
3. Perform house cleaning chores			
4. Do laundry and/or ironing			
5. Work on a regular schedule, but, if necessary, work as needed			
6. Serve as host/hostess at dinners			
7. Help another person prepare/dress for a trip			
8. Shampoo carpets or furniture			
9. Work at a registration table/desk			
10. Teach others to use simple tools or equipment			
11. Help care for personal uniforms or clothing			
12. Work as a clerk in a store			
13. Work at the register in a store			
14. Care for a sick or bed-fast person			
15. Provide emergency medical aid to sick or injured person			

Section ___F___ Personal Services Occupations (Con't.):

	A Very good at doing this	B Can do, but need improvement	C Never did this
16. Transport sick or injured person for medical care	_____	_____	_____
TOTAL	A_____	B_____	C_____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Occupations requiring the skills listed in Section F include the following:

- Amusement and recreation attendant
- Travel attendant/agent
- Cook (short order or specialty food)
- Dining room and cafeteria attendant
- Bartender
- Food preparation work
- Host/hostess (restaurant, lounge, coffee shop)
- Private household workers
- Drycleaner, Laundry, Apparel Service/worker
- Animal care attendant
- Veterinary assistant/attendant
- Home health care attendant
- Catering service attendant

Section ___G___ Marketing, Sales, Distribution Occupations:

	A Very good at doing this	B Can do, but need improvement	C Never did this
1. Shop for the best locations and prices for items	_____	_____	_____
2. Negotiate for best prices on items	_____	_____	_____
3. Negotiate for customized services	_____	_____	_____
4. Use the telephone to sell items	_____	_____	_____
5. Develop strategies to sell items	_____	_____	_____
6. Write a newspaper ad to sell a used car	_____	_____	_____
7. Spend time in a vehicle, traveling from place to place	_____	_____	_____
8. Pick up and deliver supplies and equipment	_____	_____	_____
9. Operate heavy equipment that requires only moderate physical labor	_____	_____	_____
10. Spend many hours on the road traveling	_____	_____	_____
11. Make arrangements for the timely delivery of materials or equipment	_____	_____	_____
12. Comparison shop for tools, equipment or supplies	_____	_____	_____
13. Survey co-workers, friends, or neighbors to determine needs and interests	_____	_____	_____
14. Help buy/sell items, equipment, or supplies for groups or organizations (clubs, church)	_____	_____	_____
15. Deal with wholesalers to purchase items in quantity or at discount	_____	_____	_____
16. Read books or articles on buying and selling items	_____	_____	_____

Section G Marketing, Sales, Distribution Occupations (Con't.):

		A Very good at doing this	B Can do, but need improvement	C Never did this
17.	Fill out forms and process paper work to inventory or ship materials	_____	_____	_____
18.	Organize groups to market and sale items for profit (e.g., church, clubs)	_____	_____	_____
19.	Buy and sale antique items, books, etc.	_____	_____	_____
20.	Operate a home-based sales business	_____	_____	_____
	TOTAL	A _____	B _____	C _____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Occupations requiring the skills listed in Section G include the following:

- Postal clerk/mail order shipping
- Traffic, shipping and receiving clerk
- Warehouse manager/attendant
- Warehouse conveyor operator/loader
- Forklift truck driver
- Truck driver (local)
- Wholesale buyer
- Wholesale trade sales worker
- Industrial equipment sales worker
- Retail purchasing agent/buyer
- Merchandise displayer & window trimmer
- Cashier
- Commercial, sports equipment sales worker
- Route sales person/driver
- Trade show exhibitor/host
- Order clerk (picker-packer)
- Billing clerk
- Model builder/display assembler
- Stock clerk (inventory)
- Liquidation-selling

Section H Communications and Media Occupations:

	A Very good at doing this	B Can do, but need improvement	C Never did this
1. Give clear, precise instructions for others to follow in performing tasks			
2. Train and motivate others in performing specific tasks			
3. Write business letters for a job or personal reasons			
4. Prepare written contracts and establish terms			
5. Prepare advertisements to sale, lease or purchase items			
6. Follow stock market reports			
7. Discuss ideas and decisions with co-workers, friends, and the family			
8. Work in doors, mostly sitting down			
9. Perform work that uses little physical involvement			
10. Develop brochures or posters to announce or promote ideas, events and activities			
11. Communicate with others by computer			
12. Use a camera to take detailed photographs for records, reports or files			
13. Summarize a technical report on a new procedure or piece of equipment			

Section ___H___ Communications and Media Occupations (Con't.):

		A Very good at doing this	B Can do, but need improvement	C Never did this
14.	Write stories/reports about company sports activities, programs, or special events	_____	_____	_____
15.	Work on promotional committees for election campaigns, fund drives, or community events	_____	_____	_____
16.	Read and discuss news stories with groups of adults	_____	_____	_____
17.	Read articles, books and courses about television and radio broadcasting technology	_____	_____	_____
18.	Speak or read material to groups	_____	_____	_____
19.	Take part in community theater productions	_____	_____	_____
20.	Play a musical instrument before a group	_____	_____	_____
21.	Direct or coach team sports or activities	_____	_____	_____
22.	Teach your skills or knowledge to others	_____	_____	_____
23.	Instruct/tutor others in hobbies, sports, or school subjects	_____	_____	_____
	TOTAL	A _____	B _____	C _____

Total of A plus total of B = _____ number of your transferable skills related to this occupational cluster.

Other related skills you have: _____

_____

_____

_____

Occupations requiring the skills listed in Section H include the following:

- Customer service representative
- Dispatcher
- Advertising writer/designer/clerk
- Photographer
- Journalist, writer, reporters
- Brokerage clerk
- Insurance adjuster, examiner, investigator
- Radio, Television operator/ technician
- Actor
- Teacher, trainer, coach, counselor (hobby, sports, special interests)
- Teacher aide, substitute
- Librarian/assistant
- Adult and vocational education teacher
- Artist-commercial (painter, photographer)
- Public relation specialist
- Community relations/public information specialist
- Radio or Television announcer
- Graphic artist, illustrator

PHYSICAL/FISCAL DOMAIN MATERIALS

BUDGET

This handout serves two functions. First, it provides suggestions on how to handle financial matters during a crisis. Second, it causes the individual to look realistically at the amount of money he/she needs to cover standard expenses; this knowledge will be of use when the participant begins to consider accepting a job.

How to Figure a Budget and Ways to Weather a Financial Crisis

You've received the bad news. Now, here are some valuable financial guidelines that will help you make decisions on budgeting the funds you have available to that you can come through this period with your credit history intact.

FINANCIAL COUNSELING

Fill out the financial worksheet of this handout. You may want other members of your family to help with this task so everyone will learn first hand just how much money you have.

The first issue to deal with is where the money is going to come from during the time you're unemployed.

- Income from family members still employed
- Investment income
- Investments you can sell, such as stocks or property
- Income from a loan (bank, family, friend or on the cash value of your life insurance policy)
- Savings

FIXED EXPENSES

After you have totaled up all your sources of income, the next step is to decide how they are going to be used. Determine which expenses are fixed, and list them. Here are some items which may appear in the fixed expense column and some ways to handle them if it appears that your income will not cover all of them.

- **Mortgage:** Generally, this is the largest and most important payment made each month. If you think you will have problems meeting your payments, talk with your lender and try to work out a new payment plan. If there just doesn't seem to be any way to meet your payments, you may want to consider selling your home. First, weigh the pros and cons carefully and ask yourself if you could find suitable housing for less than your current mortgage payment.
- **Property taxes:** If you are out of work during the time when your property tax payment is due, call your county

assessor to find out if this payment may be delayed and how much the penalties will be.

- **Insurance premiums:** When considering insurance costs, remember that it's important to save money, but protection during this difficult period is also important.

    - **Auto insurance:** There are several ways to decrease your payment. You can increase the deductible on collision, or drop the comprehensive if you have an older car. In many states the only insurance you are required to keep on your car is liability coverage. Explore options and costs with your insurer.

    - **Health insurance:** Review, with your agent, your current level of health insurance coverage. What is the optimum balance between deductibles and premiums?

    - **Life insurance:** Talk to your insurance agent to see if you can pay your monthly premium by borrowing against the cash value of your policy. You may want to consider changing to a less expensive kind of insurance. Or, if your policy is old enough, you may consider converting it to a lower value, paid-in-full insurance.

    - **Telephone, electricity, gas, water, and garbage service:** These are expenses that you and your family can probably reduce by changing your habits. Check with customer representatives from each agency to find the most economical way to handle each service. Determine what flexibility you have for delinquent payments. Make sure your family understands that the more services you use, the more you must pay.

INSTALMENT PAYMENTS

In addition to these fixed expense items, many families are making instalment loan payments to pay for large items purchased, such as a car or appliance. Your fixed expenses may be placing enough of a strain on your limited income. There simply may be no money left for your instalment payments. If that is true for you, your first step should be to contact the bank or the company from which you purchased the item. Tell them your situation and ask to work out a new payment schedule. Find out what rights you have with the creditor. Can the item be repossessed? If it was purchased recently, perhaps you can return it.

During this period, avoid using your credit cards. Put them away for a time so you will get used to buying only those things you have money for.

COLLECTION

If, despite your best efforts, a creditor begins collection proceedings, it's important for you to know your rights.

- o If you insist, collection agencies must stop contacting you.
- o Harassment of you, your employer, or your family is illegal.
- o Collection cannot exceed the amount of the original bill.

If you think a collection agency is exceeding its rights, you can write the Office of the Secretary, Federal Trade Commission, Washington, D.C. 20580. List the facts of your case and ask them to investigate the situation.

There are other alternatives to settling debts--Chapter 13 and bankruptcy--but these must be initiated by you and are the most drastic steps you can take.

YOUR CREDIT HISTORY

None of the steps outlined in this handout will necessarily lead to a bad credit record. Although your credit history file will show late payments, it will also note if you make a deliberate attempt to extract yourself from debt by contacting creditors and paying a small amount on each debt as often as you can. The most important step you can take is to **contact your creditors before your payments are delinquent.**

ASSISTANCE PROGRAMS

You may be eligible for food stamps and rent subsidies. Remember that your tax contributions have gone, in part, to these programs over the years. Contact your county's department of social services for more information. Eligibility depends on the size of your family.

While any period of limited or no income can be traumatic, the use of the information presented here plus the help offered by state agencies will help alleviate problems that arise during this period in your life. Be sure you make use of all the services available. They are there to help you.

Use this form to calculate your current financial status.

Monthly Living Expenses

Supermarket purchases	$ _____
Automobile: fuel, repairs	$ _____
Utilities: electricity, gas, water, telephone	$ _____
Laundry & cleaning	$ _____
Clothing	$ _____
Incidental expenses	$ _____
Medical, dental and prescriptions	$ _____
Adult allowances	$ _____
Children's allowances	$ _____
Family recreation	$ _____
Misc. labor: babysitter, housecleaning, etc.	$ _____
Subscriptions	$ _____
Dues	$ _____
Education/lessons	$ _____
Religious contributions	$ _____
Charity contributions	$ _____
Additional expenses	$ _____
TOTAL	$ _____

Fixed Monthly Payments

Rent or mortgage on home	$ _____
Auto loans	$ _____
Appliance, TV, furniture	$ _____
Personal loans	$ _____

Other loans $ _____

Bank cards $ _____

Other credit cards $ _____

Other monthly payments $ _____

TOTAL $ _____

Future Monthly Expenses

Taxes $ _____

Insurance $ _____

Living expenses $ _____

Fixed expenses $ _____

Others $ _____

Total Monthly Expenses $ _____

Projected Monthly Income $ _____

Remaining income or additional cutbacks needed $ _____

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Total Annual Projections

Total annual expenses $ _____

Total annual income $ _____

Projected surplus or deficit $ _____

Total debt $ _____

Total assets $ _____

Net worth $ _____

Adapted from materials provided by Crocker Bank.

EMOTIONAL AND FISCAL AGENCY REFERRALS

Community Services

Community Services refers to those agencies, organizations, and groups that can provide necessary immediate assistance to those in the farm population who are experiencing crisis. This crisis aid can range from mental health counseling to financial aid.

The following chart is included to facilitate in referring clients to community services agencies. The chart is divided into four sections: mental health, support groups, sustenance, and legal aid.

- **Mental Health.** This section should provide a list of agencies and organizations that provide skilled counselors for mental health counseling. Included in this section are alcoholism and drug treatment centers and physical

- **Support Groups.** Under support groups are religious organizations, community service organizations and other groups that can provide the clientele with emotional support during the crisis. Although some of these organizations do provide mental health counseling, this listing is primarily those groups that do not define counseling as

- **Sustenance.** Within the listing of sustenance programs are food pantries, shelters, and federal/state income maintenance programs, such as welfare and food stamps.

- **Legal Aid.** Many communities provide no-cost or low-cost legal aid services. Fees,if any, may be based on ability to pay.

The purpose of your having this list is to enable you to lead and guide your clients to potential support programs. The intent is not to point clientele toward solutions, but to guide them toward self-assistance opportunities.

As you work with the farm families, go only as far as you feel you can with them in regards to counseling. Remember, some people need to just talk. Others will need expert assistance to work through their problems. You should be able to determine early in conversation whether you can work through the situation with the person or if you will want to help them identify a counselor with whom they would be willing to meet.

You should initiate contact with any agency or organization listed in this chart prior to meeting with clientele. In this manner, you have a <u>name</u> to give to the clients and a person in the

agency who understands why the client has been referred to them. This list does not have to be exhaustive, but the more complete information you have and the greater the number of agencies listed, the better chance you have of being able to refer to client to an appropriate counselor.

Community Services Chart

Mental Health

Services Offered	Name of Agency & Address	Contact person	Phone
Mental Health Counseling			
Drug Treatment			
Alcohol Treatment			
Child Abuse			
Spouse Abuse			

Support Groups

Type of Organization & Services Offered	Name & Address	Contact person	Phone

Sustenance Services

Type of Service	Name & Address of Organization	Contact person	Phone
Aid to Dependent Children			
Food Stamps			

Legal Aid

Type of Service	Name & Address	Contact person	Phone

CAREER AGENCY REFERRALS

Job Preparation and Search

Training and Retraining Agencies/Institutions

Many of the skills that farm family members have are transferrable to other occupations. Sometimes, though, these skills need to be refined or honed to make them marketable. Retraining is the term used for the process of refining the existing skills of a person. Training, on the other hand, implies increasing the knowledge and skill base of a person. A great deal of on-the-job training (OJT) is provided by employers. Most employers use some OJT, ranging from the general "orientation" to training on equipment or processes unique to the firm. Helping clients understand this fact will enable many of them to feel better prepared for their change in employment.

The end goal of the Rural Career Assistance Program is to help our clientele make changes in their lives to ensure a productive life. Whether that means a career change or remaining in farming, we want to help as best we can. For some individuals, developing new skills and identifying a new career track is the answer. For this, many will need training. Other individuals will want to use skills and abilities they already possess to secure new employment. These people may or may not need retraining to better their skills before they enter the labor market.

Following is a chart that should facilitate referring clients to appropriate institutions/agencies. The chart includes spaces for types of training available, financial assistance available, and special programs offered.

Four training program structures are addressed in this chart. The first is the technical college, the second is the proprietary school, third is the vocational school, and the fourth is the regional JTPA (Job Training Partnership Act) program.

- **Technical Colleges**. Most states have several two-year technical colleges throughout the state. Most of these schools offer various associate degree programs in technical areas. They offer the usual financial assistance programs available through state colleges and in some cases have their own special financial assistance programs. Some of these colleges are trying to expand their non-traditional student body by offering evening and weekend programs and some "certificate" programs as opposed to the complete two-year associate degree. Technical schools normally have good assessment centers and can help a potential student identify careers in which they would succeed.

- **Proprietary Schools**. The proprietary school is a for-profit school. For this program, we are referring to the technical and vocationally oriented schools. These schools cater to in-career or working students, so many of their programs are evening and weekend. Often, because these schools feature single skill programs, a student is required to take only skill related courses in a fast-track structure. These schools offer financial aid packages comparable to other colleges. Many also have their own special financial assistance programs; most offer financial counseling to potential students. In addition, most proprietary schools have advanced assessment and interest testing centers that can help clientele identify potential career paths.

- **Vocational Schools**. Most of the vocational schools do offer many training/retraining programs that would be of use to certain clients. Frequently, the costs for these training programs are minimal, but there can be required "courses of study" that would go beyond the specific training desired. Because many of these programs are geared toward non-traditional students, the farm family members may feel more comfortable in these class situations than in the proprietary or technical schools. Length of time required for training programs varies, depending on the specific skills and the individual institution. Vocational schools have access to some of the best assessment tools and interest inventories available. Depending upon the school, this can be an invaluable resource to your clientele.

- **JTPA**. To deliver JTPA services, each state is divided into service delivery areas (SDAs); each SDA is administered by a Private Industry Council (PIC). JTPA offers many services in job skills and placement. In its structure, JTPA requires that persons placed in jobs receive appropriate training. In exchange for this service, the government pays approximately half the person's salary/wages during the predetermined training period. This offers great opportunity for those clients who have well-defined skills and interests but need application-specific training to make those skills marketable.

Other on-the-job training programs are offered by firms and industries to their employees. Occasionally, entry-level positions are advertised "with training for...". Usually, however, a person is hired on their merit and past experience by a firm when the firm anticipates spending money on training its employees. It is in these cases where functional resumes can be used to show potential employers that the applicant has the skills the employer desires with the application of these skills in work environments--even though the work environment was a different industry (farming).

Training/Retraining Agency Chart

Type	Name/Address	Contact Person	Phone	$ avail	Programs
Vocational					
Technical					
Proprietary					
JTPA					

Job Search Skills

Job search skills is a term applied to activities relating to the securing of a new job or position. Job search skills includes resume and letter writing, interviewing skills, networking (developing contacts who can lead to job opportunities), and sourcing (identifying potential job opportunities) for job leads.

You are not expected to become expert in job search skills. Many agencies and organizations offer job search skills workshops or classes--some at minimal or no cost to the participant. The job search skills chart can be used to help identify these agencies or programs for your clientele.

An ultimately successful job search has many components. There are many "steps" to successful job skills. Here is a brief outline of the processes in job search.

I. Conduct pre job-search activities
   - A. Identify job skills
   - B. Identify interests
   - C. Prepare resume
   - D. Polish interview skills

II. Identify employment markets
   - A. Newspapers
   - B. Trade magazines
   - C. Associates, friends, co-workers
   - D. Public library
   - E. Yellow pages
   - F. Public utilities (economic development section)
   - G. County economic development council/office/department
   - H. Chambers of commerce

III. Establish a networking process
   - A. Contact friends and acquaintances
   - B. Use external sources
     1. Private industry councils (JTPA)
     2. Community improvement corporations
     3. Chambers of commerce
     4. Bureau of employment services office
   - C. Make informational phone calls
     1. Question skills required
     2. Question employment opportunities
     3. Get additional potential contacts

IV. Submit Resume
   A. Send resume with cover letter to employer
   B. Call to set up appointment
      1. Hiring interview
      2. Information interview
         a. Question skills listed
         b. Question employment opportunities
         c. Secure additional potential contacts/employers

The process for job search is involved. Several agencies, organizations or programs teach individuals how to do this. Included in these are county employment services offices and JTPA programs, both of which have "Job Clubs" that teach these skills to groups of participants; Joint Vocational Schools, many of which offer workshops in job skills; "Transitions" and "Dislocated Homemaker" programs which offer training in these skills in clubs for qualified individuals, and some proprietary schools (and sometimes public schools) which offer occasional workshops open to the general public in these areas.

If you establish contacts with individuals in these various agencies or institutions, you will be able to find out what services each of these offers. Quality is not consistent, but in job search skills, some instruction is better than none!

Job Search Skills Providers

Program Name	Address	Contact Person	Phone	Programs Offered
Bureau of Employment Services				
Job Training Partnership Act				
Transitions				
Dislocated Homemakers				
JVS				

Placement Assistance

Placement assistance is the "one extra step" in job skills help. Many of the agencies listed offer placement assistance. You can act in this role if you know of a position to be filled and you refer a qualified person to the employer. Placement assistance is not getting a job for someone; rather, it is the final step in which a counselor or placement worker can help someone in finding potential work.

Anyone can help someone find a job. Placement assistance takes many shapes, from "I heard about an opening..." to a carefully maintained list of openings and opportunities. The following list is not exhaustive, but, rather, will help you guide the participant to those who can help.

1. JTPA
2. Bureau of employment services
3. Employment agencies (there are fees--some waived until employment is obtained, but some charge up front fees)
4. JVS
5. Proprietary schools (for enrollees or graduates)
6.. Some high schools
7. Colleges/technical schools (for enrollees or graduates)
8. Many of the groups listed under job search skills offer aid

Placement Assistance Agencies

Name	Contact Person/Address	Phone	Who is eligible for assistance